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ABSTRACT

This report evaluates the 1981-82 activities of five component programs carried out under Project Education and Community Development, a project designed to enhance family processes and community development in disadvantaged neighborhoods in Ofakim, Israel. Part I describes project background, aims and objectives, intervention strategies, and phases I and II of its implementation and operation. Part II evaluates the five components: (1) the EMRA Home Intervention Program, designed to provide parent education and social support for young, socially isolated mothers; (2) the Neighbourhood Centres Program, which conducted recreational and educational activities for parents and children; (3) a program which set up play guidance corners in Ofakim's three pediatric clinics; (4) the Early Childhood Resource Centre for kindergarten teachers; and (5) a Centre for Teenage Girls, which offered a range of activities for this population. Appended to the report are instruments used for the program evaluations. (GC)

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BEN GURION UNIVERSITY OF THE NEGEV

Evaluation report on:

The EMRA Home Intervention Programme

The Neighbourhood Centre Programme

The Play and Parent Guidance Corners in Pediatric

The Early Childhood Resource Centre

The Centre for Teen-age Girls

UD023830

The H. H. Humphrey Center For Social Ecology

The Unit For Projects Evaluation.

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PROJECT EDUCATION AND COMMUNITY DEVELOPMENT - OFAKIM

Evaluation report on:

The EMRA Home Intervention Programme

The Neighbourhood Centre Programme

The Play and Parent Guidance Corners in Pediatric Clinics

The Early Childhood Resource Centre

The Centre for Teen-age Girls

For the period September 1981 - July 1982

Miri Levin-Rozalis

INTRODUCTION

The present evaluation report, the third in number since we began evaluating Project Education and Community Development, deals with the period from 1.9.1981 to 30.6.82, and follows the structure and order of the previous evaluation report. Insofar as changes have been introduced, these are specified in the report.

Project evaluation is closely linked to project operations. Thus, changes which occured in the project are reflected in the evaluation report. However, the evaluators have refrained at this point from discussing such changes in the context of this report. This omission will be amended in the summary report on the project.

The problems entailed in evaluating multi-faceted projects repeated themselves this year as well. However, the cumulative experience and expertise gained by the evaluators in the course of their work, have helped them to deal with these problems more effectively. Nonetheless, we face methodological difficulties to which as yet no satisfactory solutions have been found.

We are at present engaged in preparing the summary evaluation report on the project. This report will be based on the evaluation data compiled over the years. We hope that the mass of data at our disposal will provide a final base for evaluation and permit us to utilize more exact evaluation instruments. We are, however, aware of the fact that it will not necessarily be possible to present evaluation findings in unequivocal quantitative (or

for that matter, qualitative) form without resorting to further interpretations. The present evaluation report is intended, first and foremost, to assist the participants in the project. Its publication does not coincide with the stage at which information is conveyed to the participants. This occurs in systematic and regular fashion throughout the entire period of evaluation (and project operations). However, the yearly evaluation report enables the participants and other interested parties to examine their modes of operation and arrive at conclusions relevant to the project's functioning in the immediate future.

Project Education and Community Development is now beginning the process of transferring the project to the community. We are monitoring this process and will summarize it in the final summary evaluation report.

Dr. Amir Ben-Porat

Director

Project Evaluation Unit

The Hubert H.Humphrey Centre of Social Ecology

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1. INTRODUCTION

A. BACKGROUND

Project Education and Community Development, which commenced operations in early 1978, is a joint "p"* of the Institute for Education and Community Development of the Negev Regional College and of the Ofakim Local Council. The "p" is funded by the Bernard Van Leer Foundation of the Netherlands and enjoys the support of various local organizations, such as the Social Betterment Project of the Ministry of Education, the Amigur housing authority of the Jewish Agency, the United Kibbuts Movement, Project Renewal and the Association for the Advancement of Health and Welfare Services in the Negev. The Progect operates in Ofakim.

Ofakim is typical of the 'new towns' established in underdeveloped areas of the country in the early nineteen-fifties to absorb the mass immigration of Jews from the Islamic countries; over 90% of its 11,500 inhabitants originate from the traditional societies of those countries; North Africa, Iran, Iraq, Yemen, Kurdistan and India. The town suffers from all the economic, social and educational problems which characterize communities of this type. The available local employment opportunities are primarily unskilled and ill-paid, with textile the main local industry. The outcome is out-migration of young people, a poor social image and consequent reluctance of trained and better-educated people to settle in the town. This has led to excessive dependence on outside agencies and 'experts' for the maintenance of the necessary social and educational services. Some 50% of the population are under the age of 18; these

* Comment: The letter "p" stands for "project".

children and the schools they attend have been classified as 'disadvantaged' by the Ministry of Education. The attenuation of parental authority and of traditional norms have contributed to the parents' sense of powerlessness and to their impaired self-image. These factors, when combined with an impoverished cultural environment, provide all the conditions for the perpetuation of social and educational disadvantage.

B. AIMS AND OBJECTIVES

The "p" is engaged in developing an integrated community - based educational programme serving as a lever for overall community development. The active participation of parents in various activities related to the education of their children is the principal means for the realization of this aim.

The project's various programmes are based on the following propositions:

1) that education can serve as a dey lever for community development, if it is adapted to the needs of the community and operates in conjunction with other relevant community agents;
2) an important condition for optimal development of the child is the creation of a positive 'educational ecology' - wherein the central elements in his life: family, school and neighbourhood, interact to further a joint educational objective;
3) the advancement of the community depends on the development of local leadership with suitable qualifications - and hence the "p" attributes vital importance to the training of local talents to carry out community and educational tasks.

The "p" set itself the task of developing structures which would help the community to free itself of dependence on outside agents, improve its ability to solve its problems through reliance on its own resources, enhance self-esteem and improve the quality of life in the community. The active participation of the community (and of the parents within it) was seen as the most effective means towards improving the quality and effectiveness of its children's education and of enhancing their life-chances. In making these assumption, the "p" was relying on the accumulated evidence of research throughout the world, which indicates the decisive role of the home environment and parental patterns on the child's education and on the realization of his inherent potential, above and beyond the contribution of any formal educational framework.

C. INTERVENTION STRATEGIES

The above-mentioned objectives shaped the project's intervention strategy: participative and supportive rather than directive. From the onset, representatives of the community participated actively at all levels and all stages of the "p". The training of local women to run "p" activities became an objective in itself and proved to be a most effective means, since these local workers served as excellent role-models for the community as a whole.

The main activities of the "p" have been directed towards preventing deprivation, rather than compensating for its deleterious results. The method employed is to reach the child via the parents and to ensure that the home, the child's first 'school',provides better conditions for his

overall development - emotional, social and moral no less than cognitive. In keeping with the project's humanistic outlook, which holds that all people contain within them the potential for growth and development, the "p" aspires to integrate the problem family and its children into a supportive educational setting, rather than segregating them for special treatment. In the informal, community-based setting, adults and children can learn from one another and not only from 'experts'.

Similarly, the community is encouraged to develop and rely on its own resources: local women trained by the "p" activate groups of parents and children,who are encouraged to assume responsibilities and to play an active role in various educational and community programmes in their neighbourhood, and in their children's education in general.

D. PROJECT DEVELOPMENT - PHASE I

During its first phase (1978 - 1980), the "p" developed an integrated network of community based educational programmes:

1) Training of teams of local women as para-professional educational and community counsellors to staff the project's various programmes.
2) Two multi-purpose neighbourhood centres, in the Eli Cohen and Ben-Gurion neighbourhoods, which offered a wide range of activities for parents, toddlers and children aged 3-8.
3) The EMRA Home-Intervention Programme for mothers of infants and toddlers aged 0-3. This programme combines weekly visits by para-professional counsellors with planned group activity designed to guide parents towards more effective modes of parenting and more

satisfying life in the community.

4) Workshops for kindergarten teachers, guiding them in the integration of parents into the life of the kindergarten.

5) Play and parent guidance centres in pediatric and well-baby clinics, where local para-professional counsellors demonstrate to parents methods of interacting with their children, supply them with materials such as books and toys and provide information on community services and the activity of the centres.

6) A 'Preparation for Parenthood' programme in conjunction with the professional staff of the pediatric clinics, aimed at young, inexperienced parents.

7) Organization of parents' committees and parental activities in elementary schools.

During the last year of Phase 1 (1979 - 1980), the main efforts of the "p" were directed at increasing the degree of responsibility and self-functioning of the para-professional staff in the attempt to decrease dependence on the professional staff and inculcate patterns of independence.

This aim, as well as awareness of the need to develop an autonomous community structure capable of sustaining "p" activities after the completion of the period of financial support from the Bernard van Leer Foundation, led to the establishment of the Association for Education and Community in Ofakim in 1981. The executive committee of this body is composed mainly (four-fifths) of members from Ofakim, and is now responsible for all aspects of "p" administration.

E. PROJECT AIMS AND OPERATIONS - PHASE 11 (1980-1983)

During Phase 11 the "p" is attempting to consolidate its achievements in the direction of implementing the overall "p" aims and to continue development of structures and activities translating its approach to community and education into educational practice. Ultimately, the "p" hopes to develop a comprehensive model for community-based education and development, integrating the various community-education programmes into an inter-locking whole, with programmes re-inforcing each other at the horizontal level (i.e. early childhood programmes in the clinics, at the neighbourhood centres, in the home) and feeding into each other vertically (parent involvement in the home, in the kindergarten, in the school) so as to create both a network and a continuum of education-community activity.

A key challenge is the institutionalization of "p" activities: the precondition for this is acceptance by the community of the "p" programmes as integral components of community life, and the intensification of the involvement of the community in planning and implementation at all levels (as clients, operative staff and administration). This will ultimately lead to community responsibility and control of the programme.

Several new programmes, broadening the scope of the "p" both geographically and operationally, were developed during the first year of Phase 11:

1) A new neighbourhood centre in the Remet neighbourhood;
2) An Early Childhood Resource and Guidance Centre, providing educational resource materials (especially didactic games and educational aids),

and training for parents and early childhood educators.

3) A Centre for Teen-age Girls.

Within the framework of "p" Renewal, in which Ofakim is included since 1981, further expansions of "p" activities are anticipated.

2. EVALUATION REPORT - SEPTEMBER 1981-JUNE 1982

A. INTRODUCTION

This report continues the assessment of the three programmes dealt with in the previous report (1981): The EMRA home intervention programme, the neighbourhood centres, and the clinic play and parent guidance corners, and their activities in the operational year from September 1981 to June 1982. It also examines the early childhood resource and guidance centre, the centre for teen-age girls, the training course for para-professional counsellors and the summer activities of the neighbourhood centres.

The evaluation programme for Phase II was in part altered and adapted to changing needs. The structure of this report parallels that of the first report, with the additional sections structured according to the same pattern.

B. THE EMRA HOME INTERVENTION PROGRAMME

EMRA - acronym of the Hebrew words "ima"-mother, and Morah:- teacher).

1) Description of the programme

EMRA is a home-intervention programme for parents of infants and

toddlers (1-3). It is aimed at the weak stratum of harried housewives, living in relative social isolation, and inclined towards passivity, who tend to confine themselves to caring for the infant's material needs.

The overall objectives of the programme reflect the outlook underlying the "p": concern for the community and the quality of life therein are viewed as the responsibility of the individual, who is encouraged to become active within the community and acquire the confidence to cope with its problems and his own problems within it. Logically derived from this outlook as regards the educational sphere is the belief that education is not primarily a matter for experts and agents outside the family: the parent must be actively involved in the education of his or her children, and education begins at birth.

The EMRA "p" applies this approach; its objective is that the mother should be the child's first teacher, playing an active role in his education. (It is important to note that the term 'teacher' does not imply teaching in the sense of schooling, but rather the role of guide and mentor).

The programme combines weekly home visits carried out by para-professional counsellors with group meetings and various activities which take place at the neighbourhood centre. The para-professional counsellor emphasizes the mother's role as the child's first and most important instructor. She draws the attention of the parents (to the extent that the father also attends the morning sessions) to educational situations which occur in the child's natural environment.

It is expected that the mother will enhance her self-image and her

perception of her abilities and that the child will benefit therefrom.

Emphasis is not primarily on the child's cognitive development but rather on the development of active and directive mother-child interaction, on inculcating independence, initiative, and awareness of the human and physical environment.

The para-professional counsellors undergo, a five week training course within the framework of the "p". After completing the course, each counsellor works with some ten families. In the period under discussion there were seven counsellors in the EMRA programme. The counsellor visits each family once weekly for one hour. The visit is structured around a game or some other activity with the child suited to his age, development and needs. The counsellors are guided by a professional supervisor who meets with them individually for an hour-and-a-half weekly, and also attend workshops and weekly in-service training sessions.

Each home visit is summarized by the para-professional counsellor on a special form (Appendix 1). She also records on the form the degree of cooperation and initiative displayed by the mother during the counselling session.

The supervisor submits summary reports monthly and annually. These reports are distributed to all members of the 'p" team, and discussed at staff meetings. At three-monthly intervals the children's development is assessed by the counsellor, using the Denver Developmental Rating Scales (Appendix 2). The initial or base-line evaluation is conducted at the third home-visit. The counsellors use the test in order to identify weak areas

of development so as to work towards their future improvement with the mother and the child. They also fill in a questionnaire twice yearly for assessment of the mother's functioning and parenting behaviour (Appendix 3). Every three months the counsellors fill out a self-assessment questionnaire (Appendix 5). At similar intervals, the supervisors assess the performance of the counsellors under their supervision (Appendix 6).

EMRA ACTIVITIES

ACTIVITY	TARGET POPULATION	N	SITE	MANPOWER RESOURCES	N	OTHER RESOURCES	TIME	DURATION
Home visits	Parents and children	70 families 96 children	Family home	Para-professional counsellors Supervisor	7 1	Play-materials	1 hour	weekly up to 3 years
Group m meetings	Parents and children	70 families	Neigh-bourhood centres	Para-professional counsellors Supervisors	7 1	Centre facilities	one a month	weekly up to 3 years
Individual supervision	Para-professional counsellors	7	Neigh-bourhood centres	Supervisor	1	-	1½ hours	Duration of work

2) The Target Population

It will be recalled that the target population was defined as parents of infants and toddlers (0-3). The programme is especially aimed at housewives living in social isolation with a low degree of awareness of their children's needs, low self-image and minimal community involvement.

a. Criteria for participation in the programme

(1) Residence in the Eli Cohen, Remet, Brecha or Ben Gurion neighbourhoods.

(2) Child aged 0-3, not in nursery care.

(3) The family is not participating in any other home-intervention programme (i.e. HIPPY).

(4) Readiness and willingness to participate in the programme and to comply with its expectations.

(5) The mother is a housewife with a maximum of 12 years schooling.

b. Selection Process

Neighbourhoods were selected according to need priorities, with well-established and relatively prosperous neighbourhoods excluded. The para-professional counsellors visit the homes of families targeted as suitable, talk to the mother and explain the aims of the programme. If the mother expresses a desire to participate, she is assigned to one of the counsellors, who then proceeds to visit her and her child regularly. A report is filled out providing demographic information on each family joining the programme (Appendix 1a). The phenomenon of mothers approaching the counsellors working in the neighbourhood and asking to join the programme,

on which we reported last year, continued and increased this year.

c. Distribution of EMRA Families by Neighbourhood

Neighbourhood	Number of families	Percentage
Eli Cohen	7	10
Ben Gurion	28	40
Remet	23	32.8
Brecha	5	7.2
*Unknown	7	10
Total	70	100

d. Distribution by Year of Immigration to Israel (Mother)

Year	No of families	Percentage (rounded out)
Up to 1955	9	12.8
56 - 60	11	15.7
61 - 65	15	21.4
66 - 70	3	4.3
71 - 75	2	2.8
After 1976	2	2.8
Native born	25	35.8
*Unknown	3	4.3
Total	70	99.9

* The demographic and other data on EMRA families incomplete.

e. Distribution by Country of Origin (Mother)

Country	Number of families	Percentage (approx.)
Israel	20	28.6
Africa	36	51.4
Asia	8	11.4
Europe	2	2.9
Unknown	4	5.7
Total	70	100.0

In comparison to last year (1980-81), when in the case of more than half the families in the programme the head of the family was a manual worker, this year only 38% (23 family heads) are manual workers. On the other hand, there was an increase in the number of service workers - 32 family heads compared to 20 last year* (52% this year compared to 32% last year). Only one family head is unemployed (compared to 5 last year); since he has 15 years of schooling, it is hard to view him as representative of the target population.

The mothers education level was slightly higher. The following table compares the two years as regards parents' schooling:

	1980-81	1981-82
Average	9	10
Mode	8	9.5
Median	9	9.5

* It is important to note that the population size did not alter significantly- from 62 families in 1980 to 70 in 1981, and hence the difference in percentage is relatively high.

Whereas the fathers' schooling in the previous years was slightly lower than that of the mothers, this was no longer true this year. 10% of the fathers have more than 12 years of schooling (0 last year). The average is 10.7 years (9 last year), mode 9.5 (8) and median 9.5 (8.6). It appears that despite the relatively large core of families (a total of 30 , who constitute 43%)who continued from previous years, a change has occurred in the demographic composition of the population participating in the programme. The percentage of mothers who are veteran Israelis(immigrated before 1960), i.e. at least 20 years in Israel, or born in Israel, increased by 8% (66% this year as against 58% last year). The level of education of the mothers rose and that of the fathers rose even further.

There was also a great change in the nature of the occupation of the family head, with a shift in emphasis on manual workers last year to service workers this year. If we take into consideration that these changes were created by less than 60% of the population (since 43% continued their participation from previous years and maintain their characteristics) and without a significant time span which could explain changes in the nature of the general population, it is possible that there is an upward move in the socioeconomic level of the families taking part in EMRA.

A Chi Square test was administered to examine whether there is any difference between the veteran group of mothers and the new group of mothers in the programme. No difference was found. We believe that the significance of this finding is that the shift in socioeconomic level of the families commenced at least in the previous year and is not more strongly reflected due to the departure of families of lower socioeconomic level (mostly

because they completed the programme. We did not observe any dropout of other kinds, i.e. because of nonsuitability or unwillingness).

Although the population still meets the criteria, it seems that this subject should be considered, and that we should reassess the nature of the target population of the EMRA programme.

3) Objectives

The objectives of EMRA, as those of the "p" as a whole, reflect a social outlook, which maintains that in order to function as a good and effective citizen the individual must be active within his community. Only a person who is able and willing to cope with the problems of his community and his own problems within it can contribute both to the community and to his own development.

From this viewpoint the declaratory level of aims and objectives (asexpressed in the official documents of the project): are integration of mothers in community activities, the enhancement of their self-image and their perception of their own abilities, both subjectively and in the eyes of the community.

At the general level, as formulated in the evaluation plan for 1980-1983 (Appendix 7) the objectives may be divided into two sections: those concerned with the clients of the "p" (i.e. mothers and children) and those concerned with the "p" itself:

a. Clients: improved parental functioning; healthy and normal development of the child; integration of parents in community activity.

b. "p" -- institutionalization of the function of the home-visiting counsellor; development of an early childhood curriculum serving the project's needs.

At the operational level, the objectives can be formulated as follows:

a. to bring the child's development up to accepted Israeli norms
b. to change the parental mode from passive to active
c. to increase parental involvement in community activities
d. to enhance the self-image of the mother
e. to institutionalize the role of the home-visiting counsellor as an agent for change and education
f. to develop an appropriate curriculum.

The connection between the project's basic outlook and the operational objectives of EMRA is clearly evident. As regards the mother, the aim is through the guidance of the para-professionalcounsellor, to improve her functioning as a parent and consequently to enhance her belief in her ability to influence her child's development and her awareness of her own role therein. It is anticipated that as a result of this change in the mother's perception of her abilities, her interest and involvement in the school and in other frameworks in which her child is involved will be increased.

As regards the operational objectives of the "p", these are derived logically In order for the "p" to function independently within the community and to be run by the community, it is essential to arrive at a clear

definition of the curriculum and of roles (i.e. institutionalization) so as to enable the "p" to operate independent of the specific personal attributes of the individuals implementing it at any given time.

4) Evaluation instruments

In order to evaluated whether the sub-"p" is achieving the objectives it set itself, the following evaluation instruments are being used:

a. Current reports

(1) Current home-visit reports
(2) Supervisor's monthly report } content analysis and statistical data
(3) Supervisor's annual report
(4) Current reports of group meetings

b. Instead of the Darcee Educational Needs Assessment Inventory of Parental Behaviour - a questionnaire for evaluation of parental behaviour which was found to be unsuitable for the "p", we introduced a new questionnaire, which was developed in the "p", with the help of the EMRA counsellors. This questionnaire was filled in for the mothers twice during the year, and assesses five aspects of her behavior: (Appendix 3)

(1) Mother's attitude to programme
(2) Emotional relationship between mother and child
(3) Coping with behavioral problems
(4) Methods of teaching
(5) Organization of the child's environment

c. Denver Developmental Rating scale (Appendix 2, 2a) - a developmental

screening test, which identifies developmental lags in four areas:

(1) Gross motor skills

(2) Fine motor skills

(3) Language development

(4) Social-emotional development

(administered once every three months, by the para-professional counsellors)

d. Counsellors' Self-Assessment Questionnaire

(Appendix 4) filled out by the counsellors once every three months, evaluates three aspects:

(1) Evaluation of their role and their adaptation to it

(2) Self-image

(3) Level of alienation (powerlessness)

e. Supervisors' Assessment Rating Scale

A questionnaire in which the supervisors evaluated the counsellors under their supervision, according to 12 traits considered most important for effective fulfilment of their role in the "p".

The traits are" initiative, flexibility, receptivity, sensitivity to others, independence, responsibility, written communication skills, verbal communication skills, personal appearance, professional ethics, inter-staff relations, work ethics.

f. Interviews

With counsellors, supervisors, mothers - content analysis.

g. Observations

Of mothers' group meetings, in-service training and supervision, training-course.

5) Findings

Each of the specific objectives was evaluated by at least one instrument and the following findings were obtained:

a. To further the child's development according to accepted Israeli norms - the children's development was monitored by means of the Denver Development Rating Scale. This is a screening test, which evaluates the child's development in dichotomous fashion as adequate or inadequate, in four different spheres:

(1) Gross motor development;

(2) Fine motor development;

(3) Social-emotional development;

(4) Language.

The Denver Scale was administered three times during the period under survey. A child was classified as 'failing' if he failed in one or more of the four spheres of the Denver. In contrast to the previous year, in which one percent failed, not a single child failed the Denver this year in any sphere, even among the younger siblings in the programme, the population in which 'failure' was concentrated previous year. There may be a connection between this finding and the fact that the socio-economic level of the families in the programme increased. In any event, the

criterion appears to have been achieved - the children meet the accepted Israeli norm.

b. Changing the parental mode from passive to active

Parental behavior was monitored by means of a questionnaire evaluating parenting modes, (Appendix 3). The questionnaire was filled out by the counsellors for each mother they instructed. A T-test conducted to examine the difference between the first and second administration of the questionnaire, and the correlation of the parts of the questionnaire showed no statistically significant differences.

The programme is constructed so that the counsellor instructs the mother at the weekly meeting in a certain activity with the child, which the mother practies with the child during the week. The counsellors gained the impression that most of the mothers did in fact repeat the activities with various variations. That is to say, the programme is constructed so as to enhance interaction between the mother and the child. One cannot state with certainty that if the mother had not practiced the guided activity with the child she would not have been doing something else with him. It is possible that the mothers simply replace one activity by another. We have no way of ascertaining this.

Examination of the mother's active involvement in the kindergarten or schools can be carried out only when the EMRA children reach kindergarten or school age, i.e. only in the coming years (only a very few EMRA children have reached kindergarten so far).

A very important change which was observed this year was the organization of play groups on the initiative of the mothers. The EMRA mothers of each centre organized a morning roster for looking after their children. Every morning two other mothers would look after all the children so that the other mothers could be free for other occupations. The babysitting service was initiated by the mothers and organized by them and was under their exclusive responsibility, the "p" contributing the space (the Centre). This certainly reveals initiative and activism of parenting modes, since it entails an independent decision by parents with regard to their children and independent implementation of this decision.

Nonetheless, it is still difficult to examine the question of change in parenting modes. It seems to us that the main problem is the absence of a clear criterion. There is no yardstick against which we can measure if changes have occurred, unless we encounter an outstanding phenomenon like the babysitting service.

c. To increase parental involvement in community activity

As part of the involvement in community activity or as initial step in this direction, we defined the objective of the mothers' involvement in frameworks in which their children participate,other than the home.

The neighbourhood-centres are highly accessible to examination of this kind. We examined to what extent the EMRA mothers participated in the activities at the centres, as compared to other mothers. The EMRA mothers do in fact participate outstandingly in the activities of the centres, but these mothers are also the people for whom the centre is more accessible

than for other mothers, since they possess more information on activities there (through the counsellors), because they are housewives, and because of their sense of affinity with the centres since part of the EMRA activities take place there. Another striking example of community activity by EMRA mothers - is the initiative they took in setting up play-groups in the centres. The general impression is that the EMRA mothers do in fact conceive the community in different fashion from other mothers. They have a greater sense of belonging and of involvement. The also have greater future orientation. This, however, is only an impression gained from conversations, substantiated somewhat by talks with the counsellors. It would be difficult to provide a more clearly-defined answer than this impression for the simple reason that in regard to this objective (as in the case of the changing of parental modes), there is no clear and unequivocal criterion.

d. To enhance the self-image of the mother

This was not examined directly during the year. But if we take into account the high level of participation of EMRA mothers as compared to other mothers in the "p" in activities in the centres, one can claim, albeit cautiously, that an indirect change has occurred in the self-image of these mothers and their conception of their ability to cope. That is to say, it is possible that their relatively higher level of participation derives from the fact that they are housewives (a condition for participation in EMRA), and the fact that information about activities in the centres is more accessible to them than to other mothers. But the very fact of their considerable participation in circles, courses and activities in the centres expands their horizons beyond the four walls of the home and can reasonably

be assumed to create a change in their self-image.

e. Institutionalization of the role of the para-professional counsellor as an agent for change and education

(1) The para-professional counsellor as an agent for change and for education: The EMRA programme is structured so that the local counsellors who were trained within the framework of the "p" conduct home-visits and are in direct contact with the population. The educational and social message of the "p" is conveyed to the population through the para-professional counsellors. One might say that the programme was structured so as to make the counsellor the agent for change and education.

(2) Institutionalization of the role: the opportunity to examine the level of institutionalization of the counselling role was provided when the supervisor was absent for three months on maternity leave. The counsellors functioned independently and no special problems were observed although there were new counsellors among them, and the supervisor's absence commenced close to the beginning of the year. It appears that the role is clear and well-understood by the counsellors to a degree which permitted them to function independently.

(3) Counsellors' self-assessment questionnaire: (Appendix 5, 5a): filled out by the counsellors once every three months. The questionnaire examines three aspects: (a) adaptation to role; (b) self-image; (c) level of alienation (powerlessness). The questionnaire was filled out only once. In November the average ratings were not significantly different from the previous year. The questionnaire aroused considerable opposition among

the counsellors and it was decided not to continue to administer it since the meagre information it provided did not appear to be worth the resentment of the counsellors.

(4) Supervisors' Assessment Rating Scale (Appendix 5, 5.a): examines the counsellors' level of performance and coping with the demands of their role. The counsellors are evaluated by the supervisors for 12 defined traits: initiative, flexibility, receptivity, sensitivity, independence, responsibility, written communication skills, verbal skills, personal appearance, professional ethics, intra-staff relations, work ethics. The list of traits and their operational definition was drawn up jointly by the supervisors and the evaluation team. The traits represent what is expected of the counsellors in fulfilling their roles.

The questionnaire was administered twice, in November 1981 and February 1982. There was an average increase in ratings for most of the counsellors of five-tenths of a point. A particularly high increase was registered among the new counsellors with regard to whom the first questionnaire was filled out according to impression alone. It transpired that they came up to expectations and even exceeded them. In the previous year a trend towards a rise in rating was observed - which continued this year as well. Despite the growing demands made of the counsellors, the supervisors showed increased satisfaction with their work.

f. Development of a curriculum:

In the course of work in the field, a developmental-stage orientated curriculum, encompassing 21 spheres of activity for children aged 0-3,

was developed. Activities are adapted to each child individually. The curriculum, which proved to be effective over two years, is now being offered to the public in the form of a book.

6) Summation of findings

A summation of the findings according to objectives gives the following picture:

a. Furthering the child's development - this objective was achieved according to the criteria of EMRA.

b. Changing parental modes from passive to active - the EMRA mothers tend to be more closely involved in their children's activity in the "p" centres.

c. Increasing parental involvement in the community - this was examined at the centres and the results are noted in the body of this survey.

d. Enhancing the mothers' self-image - this objective was not examined directly.

e. Institutionalization of the role of the counsellor as an agent of change and education - the role appears to be clear, well-defined and institutionalized. The para-professional counsellors act as agents for change and for education, according to the definition of their role. An attempt at independent work of the counsellors without supervision for three months was successful.

f. Development of a curriculum - there is a structured written curriculum

which has been printed in book-form.

7) Implementation of the programme

The sole method of evaluating the programme, its adherence to the original plan and to its proclaimed objectives is examination of the method of implementation in the field.

From interviews with counsellors and supervisors and examination of files and current reports it appears that work is proceeding according to plan. The weekly home-visits were conducted regularly and reports were filled out. The counsellors persisted in their work (there were 7 in all).

The counsellors functioned almost totally independently for the three months of the supervisor's maternity leave. The work appears to be well-consolidated and institutionalized. A uniform curriculum was evolved and is in use. A mode of operations has been adopted, whose aim is to lead the counsellors towards independent planning of their work and of home-visits, and considerable success has been achieved.

The in-service training of the counsellors is proceeding more or less routinely. The shift of emphasis to group activity (which failed last year) was successful this year. The group-meetings took place regularly once a month and were described as successful by the counsellors and the supervisor. The programme appears to have met the demands of the work-plan it set itself.

8) Examination of evaluation instruments

a. Denver Developmental Rating Scale (Appendix 2,2a,2b).

The Denver is a screening test. It is not used to measure degrees of failure or precocity beyond the norm for the age-group. The raw data of the Denver is kept in each family's file and can show interim levels of development (Appendix 2a,2b).

Generally speaking, the "p" has not attempted to refine the test since it is primarily for screening purposes, to identify children with developmental lags in order to tackle their problems. For purposes of evaluation, I believe it is worth reconsidering this policy, since at present, apart from the information that there are no "failed" children in the "p" (which is important in itself), the Test does not provide additional data. The refining of the Denver results could provide information on the progress of children in the programme as well as the dichotomic distinction between "failure" and "success".

The advantage of the Denver for the "p" is that the para-professional counsellors (under the guidance of professional supervisors) can administer it. An additional advantage is that those administering the test are acquainted with the children, know their moods, their characteristic performances and hence the probability of error is small.

The Denver has never been standardized in Israel (in use are standartizations developed abroad) but has undergone informal standartization by its wide use in clinics, kindergarten, etc. It is accepted in Israel as

a screening test.

b. Questionnaire for Assessing Parental Behavior

The questionnaire for assessment of parental behavior was constructed with the aid of the para-professional counsellors of EMRA. Since the main problem of the Darcee questionnaire (administered last year) was its unsuitability to the 'content world' of the programme, it was decided to construct a questionnaire based on the programme itself. The method: the counsellors were asked to note areas which appeared to them important in defining motherhood. The four areas noted by the largest number of counsellors were selected. It was also decided that it was important to include the area of the mother's attitude to the programme as a separate part ot the questionnaire.

In the second stage the counsellors were asked to define operational behaviours characterizing each area. The behaviors noted by four or more counsellors were introduced into the questionnaire. It seems to me that this procedure provided content and structure validity. In addition, a reliability check was carried out after two administrations. The general reliability factor was 87. A factor analysis was conducted and the questionnaire will be re-structured as a result.

It is important to note a byproduct of the questionnaire. The counsellor, who fills out the questionnaire periodically, must consider the questionnaire in relation to every mother, reconstructing behavior and rating her. This provides the counsellor with feedback regarding the stronger or weaker aspects of the mother's behavior.

c. Counsellor's Self-Assessment Questionnaire (Appendix 4)

The degree of institutionalization of the counsellor's role is measured directly in nine out of 14 of the questions in the first part of the counsellor's self-assessment questionnaire. The remaining questions deal with the interviewee's evaluation of her own usefulness. Her self-image and sense of her own power and influence in relation to the community were assessed in the remaining sections of the questionnaire.

A recurrent problem is that of the cut realm of the ratings which apparently results from avoidance of the extremes.

A serious problem with regard to the questionnaire is the opposition it arouses among the counsellors. As a result of this opposition, caused partly by the fact that they are 'tired of it' (mostly the veteran counsellors) and partly because the questions are phrased in a way which appears to threaten them, it was decided to cease administering the questionnaire.

d. Supervisors' Assessment Rating Scale (Appendix 5).

The average rating for all the counsellors was calculated on the basis of the total traits (Appendix 6b). This was done in order to compare the ratings of each counsellor in relation to the others and the degree to which each trait had become institutionalized and existed with regard to others.

This method of calculation suffers from the problem of statistical reliability since most of the counsellors are assessed by one supervisor alone. The questionnaire is useful for self-evaluation of the "p" itself,

helping to define areas in need of improvement, without drawing conclusions or arriving at generalizations. To this end the questionnaire is entirely sufficient. It is possible to identify the weak traits of the counsellors and to devote efforts to improve them throughout the year. It is important to note again that the traits were selected and defined by the supervisors, and this assures the content validity of the questionnaire.

9) Evaluation

The evaluation was carried out during the year in accordance with the plan. The Denver Developmental Screening Test was administered three times as planned, on the first occasion to 70 families, the second to 62 and the third time to 50. It is difficult in the case of the Denver to adhere to an exact schedule since for each family which joins the EMRA programme, the Denver Test is administered to the child on the third home-visit and recorded as the first Denver irrespective of the date on which it was administered. There were families who underwent only one Denver Test during the period under consideration because of the short time they had spent in the programme.

Assessment of Parental Behavior - this was administered twice. Here too, as in the case of the Denver, there were mothers for whom the questionnaire was filled out for the first time while others were being evaluated for the second time, because of the different dates on which they joined the programme.

Counsellor's Self-Assessment Questionnaire; Supervisors Assessment: these questionnaires were filled out as scheduled in November 1981 and

February 1982.

Computer: The computer was introduced as a tool of evaluation. It was programmed with all the data gathered which could be coded: demographic and personal data, test and questionnaire ratings, frequency of visits etc. Operations were also carried out to check the correlations between factors, to check reliability, analyze factors etc. This is a highly valuable aid to evaluation.

C. THE NEIGHBOURHOOD CENTRES PROGRAMME

1) Description of the Programme

This year the programme operated in three neighbourhoods. Two of the centres - the Eli Cohen and the Ben-Gurion Centres - have been functioning for some time, and one is new - in the Ramet neighbourhood. The latter operates according to a slightly different pattern. In the afternoons, the Remet Centre runs a programme for teen-age girls.

a. The Ben-Gurion Neighbourhood Centre

The Centre in the Ben-Gurion neighbourhood began operations in April 1980. It is located in a vacant kindergarten which was placed at the disposal of the "p" by the local council. This year a kindergarten affiliated with the religious educational trend operated in one half of the Centre in the mornings. The Centre conducted morning activities for mothers and children, as well as afternoon activities for children aged 3-8 (four times a week), and for children in the third to fifth grades (every Thursday). Morning activity included various circles:

Toy-making circle:

(1) Making toys

(2) Explanations on the toy, its use and objectives

(3) Free play - mothers and children.

About 10 mothers attended, and took turns babysitting with the children. Each mother paid a registration fee of 30 shekels, and also paid for materials. Such groups met throughout the year, each for two sessions.

IMUN circle (acronym of initials of Hebrew words - mothers and children playing together and having fun). Each activity was a separate unit, mothers and children engaging together in guided activity explained by the counsellor. The activity was focused on the child and included such subjects as: hide and seek games, gymnastics for children, water games, constructions from scrap materials, finger songs and games, language etc. The programme ran throughout the year.

"Open house" - Each session was devoted to a different topic; sometimes discussions were based on magazine articles of current interest; on other occasions there were visiting lectures, such as a psychologist from the psychological counselling service in Ofakim, a bank manager; discussions on family planning with a representative of the Family Planing Association, etc. Attendance was free. On those occasions when there was no visiting lecturer or specific topic, the group held a cooking circle, instructed by one of the mothers who taught simple recipes, with emphasis on economy.

Discussion group on family life: This group was run by the supervisor, and was based on the book 'Children: the Challenge' by Drey Kours. Each meeting was devoted to one chapter of the book. An average of 10-12 mothers attended the meetings throughout the year. Towards the end of the year a new topic-'Married Life' was introduced.

In addition, afternoon activities were conducted for children. The children were offered a variety of toys and play materials located in different corners. The activity was conducted according to the principles of free-flowing, self-initiated activity developed at Oranim by Gideon Levin and Zippora Nir, and introduced in the Centre in previous years. In addition, a course in the preparation of didactic games for kindergarten children was held on Tuesdays. Ten mothers attended, prepared games (paying for materials) and learned to play with them.

Activities at the Ben-Gurion Centre

Activity	Population	No.	Manpower Resources	No.	Other Resources	Duration	Range
Toy-making	Mothers	10	p.p.counsellor	2	Materials	8 meetings	Twice a year
Imun	Mothers+ children	10	"	2	-	Once weekly	All year
Open house	Mothers+ children	10	p.p.counsellor lecturers, mother	1	Papers, refreshments	"	"
Discussion group	Mothers	12	Supervisor	1	-	"	"

Activity	Population	No.	Manpower Resources	No.	Other Resources	Duration	Range
Didactic games	Mothers	10	p.p. counsellor	2	Materials	Once weekly	All year
Children's activities	Children	30 average	"	3	Games, toys	5 times weekly	"

b. Eli Cohen Neighbourhood Centre

This year there was a change in the direction of activity at the Eli Cohen Neighbourhood Centre. It was realized that the mothers were interested in activities for themselves and not only for their children. Hence new topics were introduced to satisfy this demand.

Cooking circle: Started in January. At first the counsellor brought recipes; later the mothers began to provide recipes of their own. A group of 8-12 mothers took part on an almost regular basis.

Reading + discussing group: A regular group of women met weekly to read and discuss newspaper or magazines articles.

"Open house": From time to time hosted the centre individuals active in the community: a social worker, a psychologist, a health service worker, among others. These lectures usually attracted larger audiences than the regular activities.

Toy-making circle: Making toys, discussing their use or purpose. Six mothers attended.

Play-group: Started to operate in March. The mothers brought their children to the Centre and worked there in turn. Eight mothers and 11 children took part.

Afternoon activities: This year, as in previous years, activities for children were held in the afternoons. An average of 40 children attended four afternoons a week. Attendance was free. On Mondays the Centre was open to older children - third and fourth grades. An average of 15 children attended.

MASLUL (Acronym of Games and Books for Mother and Child): The MASLUL programme was held one afternoon a week. Parents and children read stories together and dramatized it with the aid of various audio-visual aids. Some 7-8 mothers attended weekly.

Activities at Eli Cohen Centre

Activity	Population	No.	Manpower	No.	Other Resources	Duration	Range
Cooking circle	Mothers	8-12	p.p. counsellor	1	Oven, utensils	Once a week	6 months
Reading circle	Mothers	6-7	"	1	-	Once a week	All year
Open house	Mothers	Irreg.	" Guest lecturer	1	-	Once monthly	All year
Play-group	Mothers+ Children	8+11	p.p. counsellor	1	Games	Every morning	4 months
Toy-making	Mothers	6	"	1	Materials	Once a week	4 months

Activity	Population	No.	Manpower	No.	Other Resources	Duration	Range
Children's club	Children	40	p.p. counsellor	2	-	4 days week	All year
MASLUL	Children+ mothers	7	"	1	-	Once a week	All year

c. Remet Neighbourhood Centre

The Remet Neighbourhood Centre was opened this year, joining the two existing Centres in Ben Gurion and Eli Cohen. It was open in the morning hours for mothers' activities and in the afternoon for teenage girls. Before it commenced operations, meetings were held to define the needs of the neighbourhood population:

(1) The need for neighbourhood organization. The inhabitants lived in social isolation and neighbourly relations were poor, and there was a great deal of frustration.

(2) Need for activity with children. There is no specific body in the neighbourhood working with children, nor is there a suitable play location for them. A mothers meeting was held on this subject, and they noted the following problems: (a) there are no outdoor play areas. Children play in dangerous places. There is no sand in the sandbox. (b) There is no grocery store nearby, and no dental clinic. (c) Poor level of Kupat Holim clinic service - queues are disorganized, ling waits, high turnover and absentee rate of doctors. (d) There is no afternoon club for children. (e) The shelters are jammed with private belongings. (f) Problems of

neighbourly relations - revolving around hanging washing, afternoon rest hours. (g) Creches are too expensive, no childcare available. (h) Boredom. (i) Distance from the market.

One of the first activities with mothers after this initial discussion was the writing of a letter to the Health, Welfare and Community Committee of Project Renewal in which they explained some of the problems and asked for action to solve them.

The activities during the year included several evening meetings of mothers, and morning circles: a toy-making circle, a sewing circle, "open house", a housewife's club, a crafts group and a play-group three times a week.

The play group: This operated from two weeks before Passover up to the end of the year, three times a week. It was attended by an average of 15 children, and run by the mothers, who took turns and by one of the "p" counsellors.

Toy-making circle: Operated at the Remet from the beginning of December to the end of June, and was attended by 12 mothers. They made various toys out of remnants and scrap materials and were given brief explanations by the counsellor on the purpose of the toy, its use and importance for the child.

Discussion group: Talks on various topics related to child-raising were given by the supervisor and the counsellor. They included: 'What is discipline?' 'When to say no?', 'Punishments' etc. The programme was

conducted from the beginning of activities at the Centre (early November) up to mid-January, with an average of five mothers attending each meeting.

Sewing circle: Met for a brief period before Purim mainly for costume-making. An attempt was made to continue but only one sewing machine was available, creating pressure, so that the mothers' interest waned and the activity was suspended.

Activities at Ramet

Activity	Population	No.	Manpower Resources	No.	Other Resources	Duration	Range
Play group	Mothers+ children	11 15	p.p. counsellor+ mother	 1	Games	3 times weekly	4 months
Toy-making	Mothers	12	p.p. counsellor	1	Materials	Once weekly	7 months
Discussion group	Mothers	5	Counsellor supervisor	1 1	-	Once weekly	2½ months
Sewing circle	Mothers	Irreg.	Counsellor	1	Sewing machine	Once weekly	Month

2) Population

The target population of the centres are residents of the Eli Cohen, Ben Gurion, Remet and Brekha neighbourhoods. Demographic data were collected from the regular participants in centre activities, a total of 151 families. This is not the total number of families, but merely those from whom we

succeeded in collecting most of the required data.

Data from 73 families, or 48% - were collected at the Ben Gurion Centre

Data from 61 families, or 40% - were collected at the Eli Cohen Centre

Data from 17 families, or 11% - were collected at the Remet Centre

Distribution of population by number of children per family

No of children	No of families	Percentage
1	10	10
2	29	28
3	36	35
4	13	13
5	3	3
6	3	3
7	1	1
9	6	6

(In 50 families, the exact number of children is unknown).

Distribution of families by mother's country of origin

Origin	No. of families	Percentage
Asia	17	18
Africa	73	75
Europe	2	2
Israel	5	5

(in 54 families, the mother's origin is unknown).

Distribution of families by mother's occupation

Occupation	No.	Percentage
Housewife	98	69
Services	29	20
Manual labour	6	4
Education	9	6

Distribution of families by father's occupation

Occupation	No.	Percentage
Manual worker	30	22
Services	96	70
Self-employed	9	7
Unemployed	3	2

The mothers' educational level ranged between 0 and 15 years of schooling. More than half of the mothers had between 8 and 12 years of schooling. 8% had more than 12 years and 3% had no schooling whatsoever. The fathers' level of education was slightly lower than that of the mothers, and ranged between 0 and 15 years of schooling.

Distribution of education of mothers and fathers (percentages)

No. of years	Mothers	Fathers
0	3	4
1-8	34	42
9-10	23	24
11-12	32	26
13-15	8	3

3) Objectives

The proclaimed objective of the neighbourhood centres as derived from the ideology underlying the project in general is: 'development of autonomy and self-activation, both at the level of the individual - whether child or adult - and of the community'. At the general level this implies:

a. That the centres serve as foci of community and educational activity in the neighbourhood.

b. Self-activation of the centre by community elements.

At the operational level the following objectives can be noted:

a. To create opportunities through circles and activities for community interaction;

b. To create condition for self-activation of children;

c. To create conditions for operation of the above activities by local residents.

4) Evaluation of instruments

The evaluation instruments which were employed were:

a. Current reports of counsellors and supervisors on on-going activities at the centres;

b. Interviews with supervisors, counsellors, and mothers;

c. Observations of activities.

5) Findings

a. Creating opportunities through circles and activities for community interaction

Extensive activity for parents and children took place regularly at the centres. The Resources Centre which operated at the Ben Gurion Centre attracted kindergarten and school teachers and parents.A total of some 100 mothers attended activities at all three centres; 200 children of school age attended afternoon activities. About 35 play-group sessions were organized, and some 30 teenage girls attended the centre for teenage girls. About 40 kindergarten and school-teachers attended the activities of the early childhood resource centre at the Ben Gurion neighbourhood centre. In addition, the EMRA mothers - (about 70 in number) attended monthly meetings, and 19 counsellors attended weekly in-service trainingsessions at the centres.

These figures include both the core of regular participants, and those who attended less regularly but frequently. They do not include casual attendance figures.

Ofakim has a population of 12,000. Four percent of this population are regular attendants at center activities. The centres are not aimed at the entire population of Ofakim. Certain neighbourhoods were classified in advance as outside the scope of the project. No data were available to us on the exact number of residents in each of the neighbourhoods encompassed by the project, by the participants in centre activities constitute a

considerable proportion of the population of these neighbourhoods.

From interviews with mothers and counsellors we gain a picture of the improved interaction between parents. Friendships and ties were established which extended beyond project activities. Parents organized themselves for various activities such as writing protests to the authorities, running play groups,parties etc.

b. Creating the conditions for self-activation of children

This objective derives from the overall proclaimed aim of the project - namely to foster initiative, independence and creativity. The educational approach evolved at the Oranim Kibbutz Teachers Training Seminary by Zipora Nir and Gideon Levin stressing self-initiated free-floating activity was seen as a means to this end.

According to this method, the children are given the possibility of choosing from among a wide range of activities, with the child deciding for himself what he wants to do, how, and when. The counsellor does not try to direct the child towards any particular activity or to instruct him in what to make out of the materials. The counsellors also try to intervene as little as possible in the interaction among the children.

At the two observations which I carried out at the centres I found a similar situation prevailing in both centres during both observations: children - usually a large number - working (drawing, modelling, building, painting, playing etc.) in perfect silence. The atmosphere of productive activity was tangible. Children who had exhausted the possibilities of a

certain play corner, tidied it themselves and moved on to another corner. Intervention by the counsellors was minimal. It is clear that the method works - within the scope of the centre. We have not examined its impact outside the centre, and its influence on children in the long run, as regards the development of initiative and independent problem - solving - the aim of the method.

It is my view that even if the influence of this educational approach on the children does not lend itself to direct observation (and we have not attempted to investigate this factor in other ways), great importance should be attributed to the fact that children gain experience of independent creative work with the numerous materials offered to them at the centre.

c. Creating conditions for operation of the programme by local residents

The project was planned so that counsellors who are resident in Ofakim, who have undergone training within the framework of the project, run the centres, and are responsible for the activities of both children and adults. In addition, the programme is structured so as to encourage and integrate local initiative. For example, the various activities initiated by parents; the organization of parties, play-groups, writing petitions, proposal of various activities - all occurred within the framework of the centres. Not only do the conditions exist for the operation of the centres by local people; this process is actually taking place.

6) Implementation of the work-plan

The three centres were at the disposal of the public, equipped with

games, books, toys, and working materials. The para-professional counsellors were at the disposal of mothers and children and, together with the supervisor, organized a wide range of activities.

At most of the circles and courses for parents at the three centres, attendance was regular. Only one course - the sewing course at the Remet Centre - was suspended for technical reasons. This year, some of the course subjects were proposed by the mothers themselves and not by the professional staff of the project. In some cases, the mothers conducted activities themselves - for example, in the discussion groups, the reading texts were brought by the mothers in turn; at the cooking circle the recipes were brought by the mothers; the play-group was run by the mothers in turn; there was also an unsuccessful attempt to have one of the mothers run a toy-making course.

The children's activities at the Eli Cohen Centre were successful this year. A large number of children attended the activities, which were held regularly most of the year. At the centre in the Ben Gurion neighbourhood, problems arose because a kindergarten also began to operate in the mornings and the population gained the impression that the centre was closed. After community out-reach work in the neighbourhood, the children began to attend but the centre returned to full activity with children only towards the end of the winter. There were several additional reasons for this: one of them was the unsuitability of one of the counsellors. This counsellor left the project at the end of the year.

The club for teenage girls began functioning in the Spring, encountering

a number of technical problems. But generally speaking it settled down to a fixed pattern of activity, with a core group of participants and with high hopes for the coming year.

Generally speaking, the centres operate with a clearcut programme and well defined activities and reach relatively wide sectors of the population.

7) Examination of evaluation instruments

a. Current reports

Were written throughout the period of activity, including statistical data, descriptions of activities, team meetings etc. Most of the current material was computer-processed to examine various correlations between variables. This year certain problems arose with the collection of statistical data - in one of the centres the counsellor who was entrusted with this task did not carry it out effectively. This was revealed at a late stage and considerable data was lost.

b. Interviews

During the year I interviewed the counsellors and supervisors several times, regarding activities at the centres, their feelings, attitudes and actions. In addition I interviewed groups of mothers at two of the centres (this was not done at the Remet centre for technical reasons). Interviews reveal information which cannot be arrived at in any other way, and this is their main advantage as far as I am concerned. They reveal prevailing moods which are not reflected in current reports and illuminate

points which cannot be predicted in advance.

c. Observations

The observations I conducted at the centres were unstructured. I spent several afternoons at two centres observing the children's activities, without an organized list of behaviours to observe and without an additional observer for the sake of reliability. The observations served the purpose of subjective qualitative impression and nothing more.

8) Evaluation

There was no structured evaluation programme for the centres, but during the year we collected all or most of the relevant data. The method of recording statistical and demographic information was streamlined and improved during the year. A problem arose with regard to data which was not collected because of the negligence of one of the counsellors entrusted with the task. The demographic details and attendance data of some 50 families are unknown as a result.

The interviews and observations provided supplementary information which could not be deduced from written reports alone.

9) Recommended changes

The most important suggestion relates not to change but to the need to plan and organize in the face of the approaching end of Van Leer Foundation support in December 1983.

10) Summary

In brief it may be said that the activities of the centres were varied both in terms of the range offered and of the population participating (parents, schoolchildren, toddlers, kindergarten teachers).

The operational objectives were achieved to a very large extent, and the impression is that the programme is proceeding along clear and well-defined lines. For the coming year it is essential to devote thought to organizing the project in the face of the approaching end of the period of Van Leer Foundation support.

D. THE PLAY AND GUIDANCE CORNERS IN THE PEDIATRIC CLINICS

1) Description of the program

The children's health service in Ofakim are provided by two Kupat Holim (Histadrut Health Fund) clinics and one "well-baby" clinic (Tipat Halav): Kupat Holim A, Kupat Holim B, and Tipat Halav A.

In conjunction with the staff of Clinic B two play and guidance centres were set up in Spring 1979 in the waiting rooms of Clinic B. At the end of 1979 two additional corners were set up in Kupat Holim A and Tipat Halav A.

The great majority of the infants and toddlers in Ofakim utilize these services. The waiting rooms contain a 'captive audience', often waiting in very crowded conditions, and attendant boredom and discomfort generate tensions.

It was decided to exploit the presence of this population (sometimes waiting for protracted periods) in order to supply them with information and guidance on subjects not directly connected with medical care, and to encourage the parents to play with their children while they waited.

Two aims are achieved thereby: firstly, immediate alleviation of tension and boredom; secondly - conveying information and instructing parents in educational subjects and in interacting with their children. The work was conducted, as noted, in three different locations in the town. In Clinic B where the Tipat Halav and the Clinic are integrated, there are two play corners in the same building. Two additional corners are located in Tipat Halav A and Kupat Holim A. All four corners are inconvenient to operate, for different reasons. The area is small, crowded and the client population restless and impatient. In the clinics the population consists of ailing children.

In the period under discussion the four corners operated four days a week (Sunday - Wendnesday) from 8-12. The corners were equipped with various games and toys as well as children's book and educational books for parents, and were run by para-professional counsellors who had been trained within the framework of the project. The counsellors discussed with the parents ways of presenting games and books to children and supplied information on various activities within the project.

At first the program suffered from several problems:

a. Integration problems: although the staff of physicians of Clinic B were involved in the planning of the introduction of the programme into the

clinics, there was no suitable physical infrastructure. This aroused the hostility of the cleaning staff, for whom the programme merely created disorder. Some of the waiting public also regarded it as a nuisance, since the corners occupied space in an already crowded area. Parents who were unaware of the objective of the programme regarded the counsellors as babysitters or as a toy service. It was hard for the counsellors to shake off this image, and this created problems of prestige.

b. Staffing problems: There was a feeling in the project that work in the clinics was the easiest task and did not require special skills. This led to negative selection of manpower unsuited to other programmes within the project and hence sent to the play corners.

c. Lack of prestige: For a long time, work in the clinics was regarded by the counsellors as a mere 'toy service' and the counsellors were not eager to work there.

In the present year (1982), the play corners flourished. The image of the counsellors improved and they are now perceived by the population as counsellors, advisors and a source of information. The instructional library in the clinics has now been institutionalized and mothers borrow books to read at home, and discuss them with the counsellors. The attitude of the medical staff has also improved and they refer mothers in need of guidance or further information to the counsellors.

In addition, mothers prepare toys, games and mobiles under the guidance of the counsellors from simple materials which the counsellors

supply at cost price. This pleasant activity helps them to pass the waiting period.

Activity of play corners in clinics and Tipat Halav -

1.9.81 - 31.6.82

Activity	Population	Number	Location	Manpower Resources	No.	Other Resources	Time
Operation of play and parent guidance corners	Mothers & children attending clinics	Fluctuating	2 Dupat Holim clinics Tipat Halav	Counsellors Supervisor	3 1	Toys Games Books Furniture	4 mornings a week
Instructional library	"	"	"	Counsellors Supervisor	3 1	Books on health, childraising and education	"
Toy-making	"	"	"	Counsellors Supervisor	3 1	Simple materials, scrap, felt, glue etc.	"

2) Target population

The programme is aimed at the entire population of small children and their parents in Ofakim, all of whom are clients of the health services. It is difficult to conduct an exact survey of the population attending the clinics, since, as noted, it represents the entire range of the population. There are some differences in the composition of the population attending the two clinics. Clinic A is located in the centre of Ofakim and provides services to the Dado, Eli Cohen and Remet neighbourhoods. In the Remet

and Eli Cohen neighbourhoods the population is highly problematic with numerous large families, while in the Dado neighbourhood and centre of Ofakim the population is relatively well established and well-educated.

Clinic B mainly serves the Ben Gurion neighbourhood, which has a varied population: young couples, large families and an extremely orthodox group.

3) Objectives

This programme, like other programmes within the project, derives from the view that a good citizen is an active individual undertaking responsibility within the framework of his roles and functions. Parenthood is one of the important functions in the community and parents should be aware of the importance of their role as educators.

The general and proclaimed objective of the programme is the improvement of parental modes, together with the self-evident aim of alleviating tension and boredom. The general aims are (Appendix No. 6):

a. Stimulation of the mother with the aim of improving parenting modes.
b. Presenting a behavioral model for mother-child interaction.
c. Provision of means for mother-child interaction and play.
d. To serve as a source of information on community services.

At the operational level the objectives are as follows:

a. To provide the parents with the opportunity for interaction with their children.

b. To provide the parents with books, games and ideas for activating their children.

c. To instruct parents in educational situations which arise while they wait.

d. To serve the mothers as a source of information on various community services, such as mental health and social services and to disseminate among them information on the project's various activities.

e. To make the waiting period more pleasant.

4) Evaluation instruments

Various evaluation instruments were adopted to assess these objectives:

a. Current reports:

(1) daily activity reports (diaries)-counsellors
(2) weekly summary - counsellors
(3) monthly report - supervisor
(4) annual report - supervisor

} Content analysis Statistical data

b. Supervisor's Assessment Rating Scales (Appendix 5)

Evaluation of counsellors by supervisor once every three months, on the basis of twelve traits considered the most important for successful fulfillment of role.

c. Counsellors' Self-assessment Questionnaire (Appendix 4)

Filled out by each counsellor once every three months. Evaluates three aspects:

(1) Appreciation of and adaptation to task

(2) Self-image

(3) Powerlessness

d. Interview of supervisor and counsellors

e. Observations

5) Findings

a. To provide parents with the opportunity for interaction with their children

The play corners in the clinics offer a range of toys, games and children's books adapted to the various ages. They are arranged in a warm and attractive fashion. Children and parents are invited to the play area, which is carpeted and furnished in suitable fashion for children. The atmosphere is inviting and conducive to play. From observations I conducted in the clinics and on the basis of diaries (counsellors' daily reports) it appears that the counsellors offer the mothers and children games and books. Generally speaking, the counsellors endeavour to propose to the mothers activities whereby they themselves activate their children. There are frequent cases where the mother is impatient or prefers to chat to a friend. In these cases the children play alone. It can safely be established that the play corners provide parents with the opportunity of interacting with their children.

b. To provide parents with books, games and ideas for activating their children

From observation, interviews and diaries it appears that the counsellors do not confine themselves to offering or distributing books and games, but also demonstrate to mothers and children how to play or to use the materials. In addition, the play corners offer instructional literature and the possibility of preparing games and decorations for their children. The corners and the counsellors do in fact provide books, games and ideas for interaction with children.

c. Instructing parents in educational situations arising while they wait

During the tiresome lengthy period of waiting, tensions arise between mothers and children. When this does not imply crude intervention, the counsellors approach the mothers and try to offer explanations on such topics as 'fear of the doctor', 'hitting children in public', bribes', 'false promises' etc. Other mothers sometimes take part in the conversation and express their opinions. In addition, numerous mothers approach the counsellors with various questions on educational matters and other personal problems. If the counsellors feel that the subject is beyond their expertise, they turn to the supervisor or direct the mothers to counselling.

Less acute situations which arise in the course of play, such as mothers putting together puzzles for their children or similar conduct, are also explained by the counsellor. She guides the mothers in how to play with their children rather than for them, how to explain the goals to them and how to encourage them to tackle the problem alone. The instructional library, (which has become a lending library) in each of the

play corners, offer parents guidance on child-raising and health questions. The counsellors also direct mothers to the appropriate literature which can answer their queries. This objective has been achieved to a large extent in the three play corners of the project.

d. To serve as a source of information on various community services and project activities

In contrast to the previous year, when this objective was almost entirely unattained, this year has witnessed an improvement. It seems that as the image of the play corners has changed, the perception of the counsellor as a source of information has also altered. Mothers have learned that the counsellors are a source of knowledge on community services and they utilize this information.

The counsellors also disseminate information on the project's various activities. They inform the mothers about circles, courses and other activities taking place in the centres.

6) Implementation of the programme

The improvement which commences last year has continued. This year only three counsellors worked, instead of four last year, and changes were introduced into the team and the structure of the activities.

a. The team and the activities

In the light of the difficulties encountered in previous years, it was decided to change the team of counsellors in Clinic B who had not

succeeded in tackling the various tasks, and to train new counsellors to be selected specifically for this difficult task, which requires special skills. Only one suitable candidate was found among the graduates of the course, and it was decided to eombine the two play corners into one corner to be operated in the Kupat Holim area and Tipat Halav area alternately. In effect, most of the counselling was carried out in the Kupat Holim waiting area, mainly because of the very crowded conditions and changes in the reception hours of the Tipat Halav.

In the Kupat Holim A and Tipat Halav A clinics, the two veteran counsellors continued their work. In the light of their accumulated experience and individual development, they were able to start work almost without supervision on September 1st, and even to take an active part in breaking in a new counsellor who had just completed the course.

During September-October activity was conducted according to the previous year's pattern, accompanied by an effort to renew equipment and to expand the range of activities offered to parents. The counsellors displayed a much larger degree of initiative and personal responsibility and were active in proposing new ideas.

A new method of reporting was introduced conducting personal diaries instead of filling out questionnaires, with periodical summaries and follow-up of certain families who revealed some particularly acute parenting problem. At Clinic B emphasis was placed on changing the image of the corner and the mothers' perception of its objective, namely to serve

as a focus of guidance rather than as a babysitting service. Concomitantly, the counsellors tried to enhance the sense of responsibility for keeping the games in good condition.

The general changes introduced include the following:

(1) Provision of guidance, and sale of materials for making various toys and decorations. The mothers showed great interest in various types of mobiles, pictures and a range of balls and rattles, and for older children, memory games such as Lotto. The counsellors felt that the activity itself attracted the population and created opportunities for offering instruction in the course of the sewing or gluing. The clients included several grandmothers, fathers and even physicians from the clinic.

(2) Expansion of the library on parenting topics, and the creation of a mini lending library. The more the population tended to regard the play corner as a source of guidance, the greater the parents' interest in the books, and they often asked to be permitted to take the book home for further perusal. Two of the counsellors undertook responsibility for running a mini-lending library with a small number of double copies of books. The experiment was a great success and the third counsellor also asked permission to lend out books. The books were usually returned on time. The parents displayed responsibility towards the counsellor and towards the project. None of the library books were lost.

(3) An attempt was made to establish personal ties with several parents and to offer them regular guidance. Isolated cases were referred by the nurse or physician and sometimes contact was established on the

initiative of the counsellor or the mother. Generally speaking, the guidance encounters did not continue for long but the mother continued to attend in order to borrow books, to make games or toys or to talk to the counsellor.

b. In-service training sessions

These focused on the following subjects:

(1) Solution of technical problems related to equipment, working hours and filling out reports and questionnaires.

(2) Discussions of specific issues such as: toilet training, sibling rivalry, fears, discipline.

(3) Preparing various toys and games.

(4) Various topics related to counselling: (the role of the counsellor, the counsellor's image, appropriate responses to irresponsive mothers, how to react to verbal violence, problems of professional ethics etc.).

(5) Joint in-service training sessions of the entire team or together with the EMRA team, on ideas for games, health topics, discussions of planning and the objectives of the project etc.

c. Collaboration with the medical staff

Meetings were held in order to gain acquaintance with the new medical staff of Clinics A and B; good eontact was established and cooperation was achieved in provision of in-service training and the direction of parents to the various project programmes. The young physicians themselves utilized

the library and made games and decorations. In the course of the year, there were changes in the medical staff and in the last trimester there was almost no possibility of joint activity. On the other hand, contact was established with the Health Education Unit of Kupat Holim and in the third trimester they maintained regular contact with us and organized several in-service training sessions on various presentive health issues.

d. Counselling on parenting

From time to time individual parents held discussion with the supervisor of the programme on parenting problems.

7) Summary of evaluation results

Generally speaking, this was a successful period. The objectives which the project set itself in the previous year were achieved:

a. Greater emphasis was placed on counselling and conveying information. We did not observe that the play corners were utilized as a babysitting service or as a toy service.

b. The public's attitude towards the counsellors changed considerably. They are now perceived as counsellors and advisors rather than as suppliers of games.

c. The counsellors displayed much greater independence and initiative than in previous years.

d. The counsellors were able to convey to the public information on various educational topics.

e. Structural changes - the replacement of two counsellors at Clinic B by one stronger counsellor was carried out with great success.

8) Examination of instruments

a. Current reports, interviews

The current reports supplied a picture of the current activities and of attempts to introduce improvements, successes and failures, and the frequency and continuity of activities. The interviews with the supervisor and the counsellors substantiated the facts.

b. Supervisor's Assessment Rating Scale (Appendix 5)

The supervisors evaluate the counsellors for the twelve traits considered most important for fulfillment of their role in the project. These are: initiative, flexibility, sensitivity to others, independence, responsibility, oral expression, written expression, personal appearance, professional ethics, team spirit, work ethics. We calculated the overall average rating for each separate trait as well as the averaged rating for each counsellor on all the traits (Appendix 5 b). This was done in order to assess the rating of each counsellor vis a vis the others, and to identify her weaker traits.

This method suffers from a lack of statistical reliability, since most of the counsellors are evaluated by only one supervisor. The questionnaire served the internal needs of the project and provided it with feed-back. It is not used as a basis for formulating conclusions or generalizations. It is important to note that the traits were selected and defined by the

supervisors, a fact which lends the questionnaire content validity.

c. Counsellor's Self-evaluation Questionnaire

Was filled out only once during the year. It aroused considerable opposition on the part of the counsellors and it was decided not to use it in future.

9) Evaluation work

The evaluation programme was conducted in close conformity to plans. There was no structured evaluation programme for the clinics, and hence it is difficult to examine if evaluation was conducted in accordance with the programme. My own belief is that most of the relevant material was collected. It would be advisable to conduct more observations in the clinics and to collect more statistical data. As regards collection of data a special questionnaire was planned together with the counsellors, and it will be possible to examine its effectiveness only next year.

10) Proposals for change

The play + guidance corner programme operated this year continuously and effectively. All the objectives which were set were achieved to a very large degree. I can offer no proposals for change.

11) Conclusion

This was a good year for the play + guidance programme. The problems and difficulties encountered in previous years did not appear this year. Most of the objectives set before the counsellors and the supervisor were

achieved. The programme operated without interruption in four play corners with three counsellors, and essential changes were introduced in the course of work. Good contacts were established with outside factors and with the medical staff of the clinics.

It is essential to prepare for the ending of the funding of the project by the Bernard Van Leer Foundation at the end of 1983.

E. THE EARLY CHILDHOOD RESOURCE CENTRE

1) Presentation of the programme

In the years from 1978 to 1980 the project ran monthly workshops on how to foster parental involvement in kindergartens, and helped kindergarten teachers to run various relevant programmes. In addition, the project organized lending libraries in most of the kindergartens in Ofakim. As an outcome of these activities, the Early Childhood Resource Centre was set up in 1981. The centre, located in the Ben-Gurion neighbourhood centre on Herzel Blvd. serves as a meeting place for kindergarten teachers, where they can meet with colleagues, participate in in-service training, prepare didactic games and teaching aids, and receive pedagogic advice and instruction in how to operate programmes fostering increased parental involvement in education. The centre coordinates its activities and works in cooperation with Ministry of Education inspectors in the region. It has at its disposal numerous resources for the assistance of kindergarten teachers:

a. Samples of some 50 didactic games for 2-7 year olds, focusing on

various areas: sensory development, matching and sorting, development of mathematical concepts, reading readiness etc, which can be prepared on the spot. All the materials are available at the centre and payment is exacted for materials alone.

b. Theme corner - it is customary in kindergartens to allocate one corner to a topic which changes monthly. Themes may be the seasons of the year, holidays, or special events occurring during the month. The centre prepares displays on various topics in order to demonstrate to the kindergarten teachers how to present these topics in a manner suitable to the kindergarten.

c. Pedagogical lending library including auxiliary literature for kindergarten teachers and staff of daycare centres.

d. A wide range of mimeographed activity and game sheets to enrich kindergarten activity.

e. A file of activities and games fostering learning readiness.

f. Audio-visual equipment, slides, and video casettes on various subjects - rhyming games, organization of junk-playgrounds, etc.

g. Towards the end of the year a lending library of art reproductions was set up, to foster the aesthetic sense in kindergarten children.

Teachers from both the secular and the religious sectors, convene every two weeks at the centre for in-service training sessions with supervisors and kindergarten inspectors and hold meetings in small groups to plan activities. Within the framework of the in-service training

programme, the centre staff organized several special workshops on: activity corners in the kindergarten, development of art in the child; rhyming games, fostering reading readiness, organizing a junk playground and making puppets.

In addition, the kindergarten teachers received instruction in the running of parental discussion groups on "The Kindergarten Years" - an Open University programme adapted by the staff of the centre for work with parents. Several teachers organized parent meetings at the centre, during which they observed videotaped programmes and discussed various subjects raised in the programme.

In addition, kindergarten teachers come to the centre with groups of parents to prepare didactic games for the home and the kindergarten. The centre was operated by a professional supervisor from the project team, a para-professional counsellor employed by the Educational Welfare Project and a local trainers of kindergarten teachers, each working part-time at the centre.

Activities of the resource centre

Activity	Population	No.	Place	Manpower Resources	No.	Other Resources	Time	Span
In-service training of kindergarten teachers	Teachers from Ofakim & the Merhavim Region	28	Ben-Gurion Neighbourhood centre	Professional supervisor Local teacher trainer	1/2 1/6	Materials Didactic aids	Every two weeks	All year

Activity	Population	No.	Place	Manpower Resources	No.	Other Resources	Time	Span
Preparation of didactic games	Teachers from Ofakim & the Merhavim Region	28		Prof. Super. Para-pro Counsellor Counsellor of kind. Teachers	 1/2 1/2 1/6	Prep. materials Mimeo pages Paper, cards, paints etc	Twice a week	All year
Library	"	28		"	"	Books	All year	"
Parental guidance	Parents of Ofakim & Merhavim pre-school children			Prof. Super. Para-pro counsellor Counsellor of kind. teachers Kind. teachers	1 1/2 1/6 1	Prep. materials	Once or twice annually for each kind.	"

2) Target Population

The target population reached directly by the Resource Centre consists of kindergarten teachers, divided into three groups: teachers from the secular sector, those from the state religious sector and teachers from the Merhavim Regional Council. Indirectly, the centre reaches the children in those kindergartens and their parents.

3) Objectives

The general aim of the centre is:

a. to enrich the teachers and, through them, the children, and

b. To improve interaction between parents and children.

At the operational level, the aims are:

a. To offer the teachers a range of games, books, ideas and instruction to improve their working methods.

b. To create situations for educational interaction between parents and children.

4) Instruments of evaluation

a. Interviews with supervisors and kindergarten teachers.

b. Observations.

c. Questionnaires for kindergarten teachers. (Apendix 7)

5) Findings

a. To offer teachers a range of games, books, ideas and instruction to improve their working methods

This aim appears to me to have been achieved in full. The Resource Centre offers more than 50 didactic games. Most were not invented by the project, but were adapted and improved within the project framework in three main spheres in particular:

(1) Distinction between levels of play was sharpened (a game originally recommended for 3-7 year olds, for example, was divided by the supervisor into two levels: 3-5 year olds who,as yet, cannot read, and 6-7 year olds, who are reading).

(2) Games were adapted for self-preparation, using materials

readily available to every kindergarten teacher. The materials are also available at the Resource Centre, so that each teacher can prepare games for her kindergarten in her spare time (paying for materials alone) and thus save considerable sums of money.

(3) The games were divided into various study categories - reading and numeracy readiness, motor skills, mathematical concepts, sensory development, etc. Thus, the teacher can select the games suited to her curriculum in the kindergarten or for work with children with specific problems.

Generally when I visited the Centre, I found kindergarten teachers at work, preparing games or gaining ideas for games to be used in their kindergartens. In a questionnaire administered at the end of the year, 60% of the kindergarten teachers stated that they had exploited the opportunities offered by the centre to prepare didactic games. The average number of games per teacher was 6.5, and the most popular were the arithmetic games. Other popular games were memory games, assembly games, colour games and games for developing mathematical concepts.

Another service of the Resource Centre was the preparation of mimeographed activity and work sheets. Since most teachers lack artistic or graphic skills, their own work sheets in the past were of a very low standard. The supervisor decided to produce sheets of higher level, and photocopied and mimeographed pages out of suitable books and workbooks. There were made available to the kindergarten teachers, in return for blank paper.

Some two-thirds of the teachers used these sheets regularly. In addition, the supervisor tried to change the approach to aesthetics in the kindergartens in various ways. A lending library of art-reproductions was organized, and met with great success, although it was opened only towards the end of the year. In the theme corner, the supervisor stressed the use of art works or photographs rather than the amateur drawings of the teachers themselves to illustrate themes, and here too the success was considerable.

A relatively well-equipped pedagogical library is at the disposal of the kindergarten teachers. It includes books on education, psychology and related subjects. 56% of the teachers noted in the questionnaire that they had used the centre library (according to the supervisor, this figure is exaggerated and the actual proportion is less). Close to 60% of the kindergarten teachers noted that the theme corner at the centre provided them with ideas for similar corners in their kindergartens. About the same proportion used the Festival kit for kindergarten teachers placed at their disposal.

The Centre also served as the base for kindergarten teachers from the secular kindergartens, who met once every two weeks for in-service training which was conducted by the local teacher-traine or the kindergarten inspector. This training mostly benefited teachers from the secular sector, almost none of the teachers from the state religious sector participated in the structured programmes, although they often came to prepare games or visited the centre individually.

Some 60% of the teachers claimed to have exploited the opportunities

for counselling and instruction by the supervisor and the kindergarten teacher-trainer, both of whom were available in the afternoons. The average percentage of response to proposals for activities in the kindergartens (creative materials, water play, junk play-grounds, puppet theatres, etc.) was 56% according to the teachers themselves.

It is hard to assess the actual depth of the change in the kindergartens. And the teachers as well as the teachers themselves claim that they sense a change although they find it hard to quantify it exactly. The Resources Centre appears to fulfil its first aim.

b. To create situations for educational interaction between parents and children

Several such situations were created during the year at the initiative of the centre. At the beginning of the year, discussion groups were held with parents, based on the booklet 'The Kindergarten Years', published by the Open University as part of a televised series of the same name. Some 20% of the teachers took part in discussion-groups with the parents. The teachers who attended expressed their enjoyment and that of the parents, and conveyed their regret and that of the parents at the fact that so few meetings were held. (The fact that the project's video was stolen put a temporary stop to this programme).

Some 40% of the teachers brought parents to the centre in order to prepare didactic games for their children. At the same opportunity, the parents learned how to play with these games. The objective was of course to encourage them to play with their children at home. There is no way of

examining how many parents in fact did so, but it may be assumed that if a parent takes the trouble to prepare a game, he will also want to play with it. Most of the teachers regularly sent mimeographed work - sheets prepared by the Centre home with the children so that they could work with their parents, but only one teacher reported that she had prepared the parents in advance by explanation and demonstration of how to work with the children. I think that it is important to explain to the teachers that such discussions with parents before any planned joint activity are highly important, and that material should not be sent to parents without preparation, in order to assure that the parents use it properly.

The Centre helped the teachers to set up a lending library for children in the kindergartens by donating books for this purpose. 56% of the teachers said that they were operating such a library. Since the children cannot yet read, it is hoped that parents or older siblings read the books to them. In any event, this is a contribution to the awareness of the kindergarten teachers and the parents of the importance of such activity, and in the coming year the Centre plans to run an in-service training course for the teachers on how to conduct parent-teacher discussion groups.

Since we did not establish a clearcut criterion for the quantity of parent-children interaction we hoped to achieve, it was not possible to evaluate the degree to which we had attained our objective. But, in my opinion, under the prevailing technical circumstances, it can be stated that the objective was achieved to no small degree.

6) Summary of the findings

The Centre set itself two aims:

a. To enrich the kindergarten teachers.

b. To improve interaction between parents and children.

The teachers were offered a very wide range of possibilities, ideas, materials, instruction etc., most of which they utilized. Situations for educational interaction between parents and children were also created. It can be stated that the two aims were achieved to a very satisfactory degree.

7) Implementation of the work-plan

The Early Childhood Resource Centre operated intensively throughout the year and effectively served the teachers. It also succeeded to a considerable degree in reaching parents and children through the teachers.

The excellent cooperation at the Centre between the kindergarten Inspector of the Ministry of Education (secular sector), the local kindergarten teacher-trainer and the centre's supervisor deserves to be mentioned. Despite the minimal collaboration between the inspector of the state religious sector and the Centre, teachers from this sector came to the free afternoon activities, prepared games and benefited from what the centre had to offer them.

The supervisor and the teachers-trainer succeeded in introducing into the kindergartens their views on the need to foster a higher aesthetic

standard. This was done through the mimeographed sheets, the theme corner and the lending library of art reproductions.

The teachers trainer and the supervisor received the impression that the teachers lacked initiative, and that if they were not spurred on to study and develop skills they did not do so on their own initiative; the feeling was that they were indifferent. But according to the questionnaire administered to the teachers they utilized what the Centre had to offer to a considerable degree, and this, in my opinion, is no minor achievement.

It is important to note again that a large part of the success of the Centre's activities can be attributed to the inspector of the secular kindergartens who said that"insofar as the centre exists, it does so in order to improve matters, and so it is worth utilizing it". Throughout the year, she worked in full cooperation with the supervisor on in-service training programmes for the teachers. This cooperation is continuing with regard to the planning of next year's activities.

To a certain extent the Centre has filled a hiatus created when the In-Service Training Department of the Ministry of Education ignored its responsibility for budgeting an in-service training programme for kindergarten teachers. The existence of the Centre with its own programme filled the gap.

The teacher-trainer who was seconded to the Centre one day weekly, strengthened the ties between the kindergarten teachers and the Centre. She served as the instrument for disseminating information and as liaison between the centre and the teachers. She is well known to most of the

teachers and popular among them, on the one hand, and greatly appreciates the work of the Centre on the other, and thus she functioned as a important link. The combination of all these factors together helped to ensure a most fruitful year of activity.

8) Examination of evaluation instruments

a. Interviews

Throughout the year I carried out non-structured interviews with the kindergarten teachers, with the para-professional counsellor, the supervisor, the Ministry of Education's secular kindergarten inspector and the teacher-trainer. I asked for their impressions of the activity of the Centre, and for their comments, if they had any. As an instrument, the interview suffers from known drawbacks, but I find that its advantages outweigh the drawbacks. A large part of my information on activities in the Centre comes from non-structured interviews, impressions, feelings, emotions, latent criticism - and it is hard to reach these by any other method.

b. Observation

Several times during the year I visited the Resource Centre when it was open for activity, is order to gain a direct impression of what was going on there. These visits were conducted in order to gain impressions, and not for structured observation. During my visits I saw samples of the activities of the teachers on the spot and this information supplemented the interviews and the questionnaires.

c. Questionnaire (Appendix No. 7)

This was administered to the teachers during the summary discussion of the year's activity. The questionnaire is aimed at collecting information on activities during the year, the teachers' participation, problems which arose and negative and positive comments. It consisted mostly of closed questions - 26 questions in all.

The cooperation of the teachers in filling out the questionnaire was middling. A large proportion made no effort to answer the open questions, which called for greater effort, or else answered partially and brief. It is interesting to note that those teachers who signed the questionnaires (this was left to their decision) gave full and detailed answers.

Nonetheless, the questionnaire provided concentrated information on attendance rates, reasons for non-participation, comments etc. The questionnaire naturally relies on the teachers' own statements regarding their participation, and therein lies its main weakness. But, if we take into consideration the fact that most of the teachers did not sign the questionnaire, it seems that they had no reason to avoid being truthful.

9) Summary

The Centre served this year as the location for in-service training for kindergarten teachers from the state kindergartens. In addition, there were programmes for parents, and a range of suggestions for the teachers: a library, didactic games, mimeographed working sheets, working materials, a lending library of art reproductions for the kindergartens, as well as

counselling by the supervisor and the teachers-trainer.

There was a relatively high degree of utilization of this range of opportunities, and there is a feeling that there has been a change in the operational style of the kindergartens, although the depth of the change was not measured.

F. CENTRE FOR TEENAGE GIRLS

1) Presentation of the programme

At the beginning of the previous year of activity (October 1981), the Centre for Teenage Girls was set up in the Remet neighbourhood. This is a joint enterprise of Project Education and Community Development and the Social Welfare Department of the Ofakim Local Council.

The centre operated in the afternoons, four times a week, and offered the girls a range of group activities, and the opportunity for free activity. The place was maintained by a house mother, a para-professional counsellor who had not undergone formal training, under the guidance of a professional conducted various circles for the girls.

2) Target population- criteria and implementation

A large proportion of the girls in the neighbourhood come from very traditional homes. Their main activity at home is help with housework. They are given very little opportunity to go out and become involved in society. When they are allowed out, they are cut off from organized social activity and roam aimlessly in the centre of the town.

The target population consists of girls aged fourteen upwards, particularly those who are not studying and do not belong to any framework, living in the Remet and Brekha neighbourhoods (girls from other neighbourhoods were also given the opportunity to join). A letter was sent to 60 girls, all of whom were once outside organized (some have meanwhile found frameworks of work or study). Seventeen responded, and this number of girls (though not always the same girls)constituted, the regular nucleus of participants throughout the year. Some 8-9 girls on the average attended each session, and others came and went. At first 15-16 year olds attended but in time the age-level decreased and towards the end of the year the centre was used mainly by 12-14 year olds, studying at the comprehensive schools.

There was thus a significant shift in the character of the population attending the centre. The problem was discussed in depth during the year. One of the conclusions was that the house mother felt much more at ease with the younger girls who were attending school, than with the older ones, who were more difficult. Thus, possibly unconsciously, she helped the younger girls to "push out" the older ones. The proposal was raised that the week be divided into days of activity for younger and older girls. We are seeking solutions to the problem for next year.

3) Objectives

At the declaratery level, the centre is guided by the objectives of the project as a whole as defined in tis name - education and community development, aimed at guiding various strata of the community towards active and effective citizenship. At the general level, we defined the

objective as creation of a healthy social system which could constitute an alternative to roaming aimlessly and increase the sense of community affiliation. At the operational level we defined the following objectives:

a. To create a 'warm nest' for the girls where they could spend their leisure time.

b. To strengthen and enhance their self-image.

c. To improve their communication with others.

d. To prepare them for family-life.

e. To provide individual aid and guidance for girls as required.

4) Evaluation instruments

Since the programme for teenage girls was still in its infancy during the year and, in addition, dealt with a vulnerable and evasive population, it was decided not to attempt evaluation in depth, since this might have proved threatening and harmful in these first stages of activity. For these reasons we did not conduct direct evaluation of activities in the field and confined ourselves to indirect evaluation. To this end we utilized:

a. Reports of current activities.

b. Interviews with the supervisor and the housemother.

c. Perodic summaries by the supervisor.

5) Findings

a. To create a 'warm nest' for the teenage girl, where she can spend her leisure time

There are several stages to the creation of a 'warm nest'. Firstly, the physical conditions must be created. A place was available - the neighbourhood centre of the project in the Remet neighbourhood, located in an apartment. But throughout the year there was a struggle concerning the equipping of the apartment. Equipment was ordered at the beginning of the year, (approved by the treasurer of the Local Council) but by the end of June - when the year of activity ended, it had not yet been released. The existing equipment was meagre and worn, and was neither attractive nor inviting.

I cannot evaluate any other aspect of the place since, as noted, I could neither observe activities nor interview the girls, and I have no yardstick for determining to what extent the centre gave the girls a sense of belonging and was a 'warm nest'. There was a core of 7-8 girls, who attended the activities regularly, and brought various items from home which were needed in the centre. For them, one could say that the centre was a place towards which they felt some sense of belonging.

b. <u>To strengthen and enhance the girls' self-image</u>

There was no way of examining whether this objective was attained without interviewing or administering questionnaires to the girls or observing them directly. This, as noted, could not be done this year.

c. <u>Improving the girls' communication with others</u>

See above (2).

d. Preparing the girls for family life

In the reports on current activity I did not find any activity which could be classified directly as belonging in this category. This may have resulted from the decrease in the age-level of the girls attending.

e. Providing individual aid and advice to girls

This objective derives from the partnership between the project and the Department of Social Welfare of the Local Council - a department which operates on the basis of individual assistance and advice, and there is no reason to assume that it will not continue to work in this fashion.

In the event of personal appeals by the girls to the supervisor or house mother, with requests for information or advice, the latter responded insofar as possible. It is not clear to what extent the girls perceived the centre as a place in which they could receive individual help and advice, simply because we were unable to examine the subject without interviewing the girls (see above).

6) Summary of findings

Those objectives which we were able to examine appear to have been attained insofar as possible. There is a problem with the population of girls who attend the centre, who are not exactly the target population which was originally defined. The staff is aware of this problem and hopes to solve it in the coming year of activity.

7) Implementation of the work-plan

The programme began to operate in October 1981, following joint planning on the part of the project and the Social Welfare Department of the Local Council. Activity commenced on a partial basis, two afternoons a week: one activity was run by the local social worker, who conducted group dynamics, and one afternoon on the open-house method, concentrating mainly on handwork activities.

In February, the housemother joined the programme, and it was expanded. The centre held celebrations for holidays and festivals and conducted talks and discussions on subjects in which the girls were interested. There is apparently a need for such a meeting place for girls; although the place itself was unattractive and no especial recruitment efforts were made, a nucleus of some 20 girls attended the centre regularly. They even brought equipment and materials from home to fill lacks at the centre. It was decided that next year a recruitment campaign would be conducted in the community, and that this would be done by the house mother.

8) Conclusion

The programme for teenage girls took its first steps this year. Several problems need to be solved:

a. Furniture and equipment. Although it was ordered at the beginning of the year, after the Local Council under took to supply it, it had not arrived by the end of the year. The existing equipment is insufficient and the furniture is flimsy and shabby.

b. There was a change in the population of girls from the beginning of the year - from 15-16 year olds outside organized frameworks, to 12-13 year olds from the comprehensive schools. There is awareness of the problems, proposals have been made for solution, and the staff hopes to find solutions.

c. No significant recruitment efforts were made and the number of girls attending is still less than the desired number (an average of 7-9 girls at each session). There is a permanent and strong nucleus of girls who attend regularly and these could help in the recruitment campaign for next year.

d. The evaluation was problematic this year. It was feared that if the girls felt that their activities were being monitored, they would stop attending. It was thought desirable to win their confidence this year, and I therefore contented myself with indirect and unstructured evaluation. For next year we are planning a more direct and more structured evaluation programme.

Appendix 1

HOME-VISIT REPORT

Home-visit number _____ Family _____

Date _____ Regular visiting hour _____

Time of visit _____ Name of counsellor _____

Duration of visit _____ Name of child _____

Present at time of visit _____ Age of child _____

1.Objective of activity: _____

_____

2.Activity: _____

3.Materials required: _____

_____

3.Description of activity: _____

_____

_____

5.Comments: _____

_____

6.Suggestions for next home visit: _____

_____

7.Mother's reactions:

	Very much	much	some	little	very little
Cooperative initiative participation in activity					

8.Reaction of other family members: (siblings, grandparents, etc.)

Appendix 1 a.

QUESTIONNAIRE FOR FAMILIES PARTICIPATING IN THE HOME INTERVENTION PROGRAMME

1. ADDRESS: _____ Block: _____ Apt: _____

2. NAME: FATHER: _____ MOTHER: _____

Year of birth: _____ _____

Year of immigration: _____ _____

Country of origin _____ _____

Occupation: _____ _____

Education: _____ _____

Language spoken in home: ____ _____

3. CHILDREN:

Name	Birth	occupation	place of study or work; grade	activities during-after school hours

4. Additional members of family living in home: _____

DENVER DEVELOPMENTAL SCREENING TEST

STO. = STOMACH
SIT = SITTING

PERCENT OF CHILDREN PASSING
25 50 75 90

Test Item

May pass by report — Footnote No. — see back of form

Date
Name
Birthdate
Hosp. No.

©1969, William K. Frankenburg, M.D. and Josiah B. Dodds, Ph.D., University of Colorado Medical Center.

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APPENDIX 2a

Date of test...

Name of tester...

Summary of the Denver Developmental Screening Test

1) Name of child

2) Date of birth

3) Framework where child was tested (name of kindergarten)

4) General evaluation of test (passed, did not pass, other)

5) Evaluation of each area separately - passed, did not pass (number of tasks) gross motor development

fine motor development

language development

social emotional development

6) Benaviour of child during test

a. Easy or difficult to make contact with child

came willingly _____

was reluctant to come _____

What did the tester do to persuade the child to come _____

b. Cooperation during test

The child was willing to carry out all the tasks

The child was reluctant

The child refused to carry out certain tasks

What did the tester do to persuade the child? _____

c. General impression of the child

The child is at ease and relaxed

The child showed signs of nervousness (specify)

showed signs of anxiety (specify)

What did the tester do to reassure the child? _____

7) Evaluation of reliability and validity of the test results taking into consideration the child's behaviour during the test.

8) Comments

APPENDIX 3

Date

Name

Evaluation of mothering patterns

No. of quest.

a. Mother's attitude to programme

(1) Does the mother participate regularly in the EMRA activity at home?

Not at all Always Irrelevant

(2) Is the mother ready for activity when the counsellor arrives for the weekly meeting?

(3) Does the mother attend group meetings regularly?

(4) Does the mother work on allotted tasks during the week?

(5) Does the mother display initiative during the weekly activity?

(6) Does the mother cooperate during the activity?

(7) Does the mother display openness towards the counsellor?

b. Emotional contact between mother and child

(1) Is the child treated as partner in the family?

(2) Are the child's wishes respected?

(3) Is the child shown warmth and love?

(4) Does the mother listen to the child's stories and questions?

(5) Does the mother consciously direct attention to the child?

c. Tackling behavioural problems

(1) Does the mother try to avoid unnecessary confrontations with the child?

(2) Is there a regular daily schedule adapted to the needs of mother and child?

(3) Are the parents' demands adapted to the child's age and development?

(4) Are the parents' expectations adapted to the child's age and development?

(5) Does the mother respond in a manner appropriate to the child's behaviour?

d. Methods of teaching

(1) Does the mother explain her actions and events in the home and outside to the child?

(2) Does the mother use language suited to the child's age and development?

(3) Does the house contain books suited to the child's age and development?

(4) Does the home contain games suited to the child's age and development?

(5) Do the parents ensure that the television programmes the child sees are suited to his age and development?

(6) Do the parents converse with the child during the day?

e. Organization of the child's environment

(1) Do the parents try to allocate a suitable area or corner to the child, in accordance with their possibilities?

(2) Does the mother keep the child clean?

(3) Does the mother dress the child in clothes which permit comfortable movement?

(4) Does the mother dress the child in accordance with the season and the weather?

(5) Do the parents create a safe environment for the child?

f. Comments

Appendix 4

Para-Professional Counsellors' Self-Assessment Questionnaire

Code No.....

Date .....

Within the framework of Project Education and Community we are evaluating the objectives and operations of project programmes and activities. Each group of individuals connected with the project or some aspect of it is being asked to evaluate the area in which they are involved.

Evaluation data is confidential, and neither names nor identifying information will be disclosed.

You are requested to read the questions carefully and answer them according to your opinions.

Mark the answer closest to your own opinion.

Please answer all the questions.

A. The following cluster of questions refer to the role you are filling in the project. Read the questions and mark the answer closest to your own opinion.

1 = not at all (or never)
2 = barely
3 = sometimes
4 = usually
5 = very much (or often)

1. To waht degree do you feel your task to be clear to you?
2. To what degree is the task (of para-professional counsellor) clear to the other counsellors?
3. To what degree is the task clear to project supervisors?
4. To what degree is the task clear to the people with whom you work (clients)?
5. To what degree do you find the task difficult?
6. To what degree do you derive satisfaction from your work?

To what degree do you consider your work to be useful:

7. To the families in your care? 8. To the mothers whom you counsel?
9. To the children in your care?
10. To what degree do you feel yourself to be successful in your role?

To what degree does the project contribute to:

11. The children 12. The mothers 13. The families 14. Ofakim.

B. The following cluster of questions refer to your general feelings. Mark the answer closest to your opinions/feelings.

15. I believe myself to be a worthy individual, at least in comparison with others.

16. I believe myself as having some good qualities.

17. I tend to consider myself a failure.

18. I can accomplish things as well as most other people.

19. I feel that I do not have much to be proud of.

20. I have a positive opinion of myself.

21. On the whole I am satisfied with myself.

22. I would like to have a better opinion of myself.

23. Sometimes I feel myself to be useless.

24. Sometimes I feel that I am worthless.

C. Read the following questions and respond according to your feelings. Choose the answer closest to your opinion.

1. People like myself can change Ofakim.

2. Changes in the life here depend more on us than on people from outside.

3. There are enough people in Ofakim who can effect changes and help the town.

4. Life in Ofakim can be as good as in any other place in the country.

5. I can influence the quality of life in Ofakim.

6. I believe that the educational level in Ofakim can be improved.

7. I believe that the economic life of Ofakim can be improved.

8. I believe that the level of employment in Ofakim can be improved.

9. I believe that the quality of political life in Ofakim can be improved.

10. In comparison to the past, I feel that the future of Ofakim will be better.

Appendix 5

Code Number:

Date :

Name of Supervisor:

SUPERVISORS' ASSESSMENT RATING SCALE

(Assessment of Para-professional counsellors' performance)

Rate the following qualities according to the given scale:

	Always	Usually	Sometimes	Rarely	Never
1. Initiative					
2. Flexibility					
3. Openess (Receptivity)					
4. Sensitivity to others					
5. Independence					
6. Responsibility					
7. Written communication skills					
8. Verbal Communication skills					
9. Personal appearance					
10. Professional ethics					
11. Intra-staff relations					
12. Work ethic					

Appendix 5a

Criteria for assessment

1. Initiative: suggests solutions to problems, proposes new ideas, activities, etc., independently; implements goal-oriented tasks in manner beyond stated operative task-definitions and instructions.

2. Flexibility: is able to move beyond pre-defined boundaries; is able to adapt attitudes and behaviour to changes in situation.

3. Openess: open to different opinions; willing to try new experiences; receptive to new ideas; accepts others.

4. Sensitivity to others: sensitive to others responses and reactions; considerate of others; lintens to others.

5. Independence: able to perform role/tasks without help and support from others able to make independent decisions.

6. Responsibility: performs role/tasks as defined.

7. Written communication skills: able to express ideas clearly.

8. Personal appearance: neat, clean, dresses according to accepted social norms.

9. Professional ethics: discreet; does not reveal personal information or secrets; does not interfere in areas outside her jurisdiction or involvement.

10. Inter-staff relations: cooperates with others; willing to help others; does not gossip about others.

11. Work ethics: punctual, carries out task with devotion; makes maximal use of work time.

Appendix 6

EDUCATION AND COMMUNITY DEVELOPMENT PROJECT

OFAKIM, ISRAEL

EVALUATION PROGRAMME

PHASE II : 1981-1983

CONTENTS

1. Introduction
2. Overall Project Evaluation
3. Sub Project I : The EMRA Home-intervention Programme
4. Sub-project II: The Neighbourhood Family Guidance Centres
5. Sub-project III : Play-corners and Parent Education Programme in Pediatric Clinics.
6. Sub-project IV: The Tutorial Programme
7. Sub-project V : The Early Childhood Resource and Training Centre (in preparation)
8. Sub-project VI: The Ten-age Girls' Centre (in preparation)

Introduction

The evaluation programme has been planned with the assistance of the project's field team and organized in its present form by the evaluation team. The programme is divided into sections, each dealing with one of the project's sub-projects.

The evaluation programme consists of the following components:

(1) Objectives: as defined by the field-team responsible for the sub-project under consideration.

(2) Criteria: defined by the field-team in cooperation with the evaluation team.

(3) Evaluation instruments: chosen or designed by the evaluation team according to need.

(4) Evaluation schedule: determined by the nature of the activity to be evaluated (i.e., home-visit records are filled out after each home visit) and by methodological considerations.

The evaluation strategy comprises 4 variables:

(1) short-range evaluation

(2) long-range evaluation

(3) formative evaluation

(4) summative evaluation

Annual summative evaluations (up to the final summative project evaluation at end of Phase II) will be conducted at 2 levels:

(a) discrete evaluation of each sub-project in accordance with its specific objectives;

(b) overall project evaluation in accordance with the overall aims of the project, including the contribution of each sub-project towards the realization of overall project aims.

The evaluation programme requires that the following conditions be met:

(1) Sub-projects are expected to function according to their pre-determined objectives.

(2) Modifications or changes, if called for, will be implemented only after their effect on the evaluation programme has been considered. This should not be interpreted to mean that evaluation in any way determines the course of project implementation.

(3) Criteria may be elaborated and added to.

(4) Evaluation instruments may be added if need arises, and in accordance with the type of evaluation called for.

(5) Evaluation instruments will be administered according to pre-determined schedule. Interim evaluation reports will provide the basis for formative evaluation.

(6) Summative evaluations will be conducted annually.

In the event that new sub-projects are planned, objectives, criteria for evaluation and evaluation instruments will be determined and selected by the sub-project team and the evaluation team.

Project field-teams will be familiar with the evaluation programme and will have copies of the evaluation schedule. They will participate in administering the evaluation instruments and will be provided with periodic feed-back in the form of interim reports (formative evaluation) to guide them in their work.

It should be stressed that as long as they remain unchanged, sub-project objectives are binding for project teams. Reliable evaluation demands that project activities follow the directions determined by project objectives. However, evaluation is not of itself a project aim; thus evaluation should subserve project objectives, and not vice-versa.

OVERALL PROJECT EVALUATION

Objectives	Criteria	Evaluation Instrument	When Administered
I. IMPROVED COMMUNITY SELF-FUNCTIONING	I. 1. Level of participation of community members in: a. definition of collective needs b. initiation/planning of activities c. organization of resources d. decision taking/implementation e. management of activities	I. 1. activity logs and minutes of management committee of project and other bodies 2. Questionnaires administered to organizations outside the community 3. survey of 'functionaries'	I. 1. Ongoing regular meeting 2. December 1981 3. December 1981
II. IMPROVEMENT OF COMMUNITY EDUCATION SYSTEMS	II. 1. establishment of community educational frameworks. 2. development of support-systems for community educational frameworks 3. level of interaction between: a. parents - educators b. community educational frameworks and other organizations in community 4. level of participation (degree, extent, frequency) in activities by: a. adult in community b. children	II. 1. logs and reports 2. sub-project data and reports 3. " " " " " 4. " " " " "	II. 1. December 1981, parallel to annual sub-project evaluation. 2. " 3. " 4. "
III INSTITUTIONALIZATION	III 1. establishment of formal frameworks (neighbourhood committees, family centre committees, management committee of project, etc.) 2. adoption of appropriate norms and processes	III 1. logs and minutes of meetings of institutions 2. survey of 'functionaries'	III. 1. " 2. "

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SUB-PROJECT I : THE EMRA HOME-INTERVENTION PROGRAMME

OBJECTIVES	CRITERIA	EVALUATION INSTRUMENT	WHEN ADMINISTERED
I CHILD: HEALTHY AND NORMAL DEVELOPMENT	I 1. Sensory-mother development 2. cognitive development 3. affective-social development	I Denver Developmental Rating Scales	I February/May September 1981
II MOTHER: IMPROVED PARENTAL FUNCTIONING	II 1. interaction with child: a. plays/initiates activities b. talks, etc. with child c. encourages experimentation	II 1. Darcee Educational Needs Assessment Inventory of Parent Behavior	II 1. After every 8 home visits
	2. acquisition/enhancement of knowledge 3. quality/level of parenting behaviors	2. home-visit reports	2 Ongoing: after weekly home-visit
III MOTHER: INVOLVEMENT IN COMMUNITY ACTIVITIES	III 1. self-image 2. participation in community activities (active and passive)	III 1. Self-Image Rating Scale 2. statistical data	III 1. April/September 1981 2. ongoing logs and records
IV HOME VISITOR: AGENT FOR IMPROVED PARENTAL FUNCTIONING	IV 1. transfer of knowledge 2. guidance in application of knowledge 3. behavior modelling	IV 1. supervisors' assessment	IV 1. March/June 1981
V INSTITUTIONALIZATION OF HOME VISITING ROLE	V 1. standardization of processes for recruitment and of home-visiting procedures	V 1. supervisors' assessment including observation of home-visit.	V 1. April/August December 1981
	2. level of performance and coping with demands of role	2. self-assessment	2. April/December 1981
VI DEVELOPMENT OF EARLY-CHILDHOOD CURRICULUM FOR USE IN HOME-VISITING AND OTHER SUB-PROJECTS	VI 1. suitability of curriculum to needs	VI 1. content analysis and evaluation of suitability by supervisors and home-visitors.	VI end of 1981

SUB-PROJECT II: NEIGHBOURHOOD FAMILY GUIDANCE CENTRES (ELI COHEN AND BEN-GURION CENTRES)

OBJECTIVES	CRITERIA	EVALUATION INSTRUMENT	WHEN ADMINISTERED
I DEVELOPMENT OF COMMUNITY ACTIVITY AT NEIGHBOURHOOD LEVEL	I 1. level of participation of parents and children a. number of participants b. frequency of participation c. distribution in neighbourhood.	I. 1. statistical data and logs	I 1. daily record + log weekly report
II PARENTAL SELF-FUNCTIONING	II 1. initiation of activity 2. organization of activity 3. establishment and ongoing functioning of committee 4. participation in activities with children 5. organization and running of children's activities	II. 1. participant evaluation questionnaire (sample of population) 2. records and logs (weekly) 3. weekly reports	II 1. April 1981 September 1981 2. daily/weekly
III CHILDREN'S SELF-FUNCTIONING	III 1. initiative in play 2. self-activation 3. cooperative effort	III. 1. observation and recording (video)	III 1. 3 samples tri-monthly intervals
IV PARA-PROFESSIONAL STAFF'S INITIATION/ACTIVATION/ ORGANIZATIONSUPERVISION OF ACTIVITIES	IV 1. implementation of planned and supervised programme 2. involvement of parents in activities 3. recruitment of parents for participation in centre activities.	IV. 1. supervisor's assessment schedule 2. para-professional counsellors self-assessment schedule	IV 1. April/August December 1981 2. March/July December 1981

SUB-PROJECT III: PLAY-CORNERS AND PARENT EDUCATION PROGRAMME IN PEDIATRIC CLINICS

OBJECTIVES	CRITERIA	EVALUATING INSTRUMENT	WHEN ADMINISTERED
I STIMULATION OF PARENT TOWARDS IMPROVED PARENTING BEHAVIOR	I 1. provision of ideas	1. Para-professional counsellors' daily log	1. ongoing-daily
II DISPENSAL OF INFORMATION	II 1. instructions for play and activities with child 2. provision of relevant literature 3. encouragement of parents' activities, thought and discussion in area of education 4. encouragement of parent to participate in project activities. 5. encouragement of parent to interact with child in variety of ways. 6. encouragement of parent to come to grips with problems and try to resolve them.	2. assessment by clinic professional staff 3. supervisor's assessment 4. observation and recording (video)	2. April/September 81 3. April/August/ September'81 4. 3 samples tri-monthly intervals.
III PROVISION OF PLAY FACILITIES FOR PARENT-CHILD INTERACTION	III 1. provision of toys, games, etc. to parent by counsellor 2. encouragement of parent ot play with child 3. organization of space in clinic		
IV PROVISION OF ROLE-MODEL FOR APPROPRIATE PARENT-CHILD INTERACTION	IV 1. direct involvement in parent-child interaction by para-professional counsellor		

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SUB-PROJECT IV : TUTORIAL PROGRAMME

OBJECTIVES	CRITERIA	EVALUATION INSTRUMENT	WHEN ADMINISTERED
I ESTABLISHMENT OF LEADERSHIP ELITE AMONG LOCAL HIGH-SCHOOL YOUTH	I 1. initiative 2. responsibility 3. assistance to others 4. ongoing and regular participation 5. role model	I 1. supervisors' assessment 2. self-ssessment 3. statistical data and reports	I 1. April/September 1981 2. April/September 1981 3. ongoing
II ENRICHMENT OF TUTOR	II 1. improved overall functioning 2. improved self-image	II 1. supervisors' assessment 2. self-assessment	II 1. as above 2. as above
III IMPROVED FUNCTIONING OF TUTORED CHILDREN	III 1. improved affective-social functioning 2. enhanced self-image 3. improvement in school work 4. ongoing and regular participation	III 1. tutor's assessment 2. teachers' assessment	III 1. end of school year 1981 2. as above

APPENDIX 7

Questionnaire for kindergarten teachers

1. Did you participate in discussion groups with parents utilizing the Open University's "The Kindergarten Years" materials?

   a. Yes. b. No.

2. If not, why?

   a. There was no information

   b. It was uninteresting

   c. I had no time

   d. Other reason.....

3. If you attended, what did you gain from the programme?

   a. Knowledge b. Enjoyment c. Other

4. Were there comments by parents on the programme? if so, what were they?

5. Did you utilize the opportunities offered by the centre to prepare didactic games?

   a. Yes. b. No.

6. About how many didactic games, based on centre ideas, are in use in your kindergarten?

7. Which ones?

8. Did you bring parents to the centre to prepare similar games?

   a. Yes. b. No.

9. Did you attend the in-service training session on the organization of a junk-play-ground which was held at the centre?

   a. Yes. b. No.

10. Do you have a junk play-ground in your kindergarten?

a. Yes. b. No.

11. If not, why? (technical, personal, environmental reasons, etc.)

12. If you do, please sum up your impressions....

13. Did you use the centre's mimeographed worksheets?

a. Yes. b. No.

14. Did the parents participate in work on the worksheets?

a. Yes. b. No.

15. Did the theme corner at the centre give you ideas for your kindergarten?

a. Yes. b. No.

16. What material do you use in your theme corner?

a. Posters

b. Artistic works

c. Photographs

d. Other - why?

17. Did you utilize the pedagogical library at the centre?

a. Yes. b. No.

18. Did the Festival Antholgy help you in preparing for the festivals?

Not at all A little Somewhat Considerably Very much

19. Did you attend the following in-service training sessions at the centre?

a. Sandbox - a. Yes. b. No.

b. Is there one in your kindergarten? a. Yes. b. No.

c. Waterbox, is there one in your kindergarten? a. Yes. b. No.

d. Development of art in the chil[illegible] a. Yes. b. No.

e. Activities for developing mathematical thinking a. Yes. b. No.

20. Did you utilize the educational approach towards work with creative material taught at the centre?

Not at all A little Somewhat Considerably Very much

21. Do you operate a puppet theatre at the kindergarten

a. Yes. b. No.

22. Do you run a lending library for the children?

a. Yes. b. No.

23. Have you any comments on the centre's activities?

24. Do you have proposals for improvement?

25. Do you have ideas and proposals for activity with parents, utilizing the help of the centre?